

2024-2025

HSC Course Assessment Booklet

Name: _____

Principal (Rel): Mrs J. Roberti

Deputy Principal (Rel): Mrs D. Maloney

Year Adviser: Mrs T. Swain

Address: cnr York Rd & Queensbury Ave
KELLYVILLE 2155

Telephone: 8824 5955

Email: kellyville-h.school@det.nsw.edu.au

Website: www.kellyville-h.schools.nsw.edu.au



**Kellyville
High School**

Contents

	Page
Welcome to Year 12	1
Assessment Schedule Information	2
Assessment Summary	3
Subject Assessment Information (English first then alphabetical order)	7
A. NESAs Requirements	41
B. School Assessment Policy	42
C. Assessment Tasks	45
D. Academic Integrity Policy	48
E. Disability Provisions	50
F. Procedures for Illness/Misadventure	51
G. Appeals	55
H. Reporting	55
I. Learning and Support/Life Skills Assessment	56
Appendix 1: Illness Misadventure Application Form	57
Appendix 2: Review of Assessment Appeal Form	60
Glossary of Key words	61
Individual Assessment Calendar Template	62

Welcome to Year 12

HSC Course

Introduction

This assessment booklet for the HSC Course is provided to:

- assist students in understanding the role of assessment in their HSC Course credential.
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due.

Students are advised to refer to the booklet **2025 HSC Rules and Procedures** issued at the commencement of Year 12 for further details and to the NSW Education Standards Authority website:

<https://www.nsw.gov.au/education-and-training/nesa>

Students are responsible to read and follow the school assessment procedures outlined at the back of this booklet in conjunction with the above information from NESA.

It is **our** responsibility to provide you with these guidelines and explain them to you.
It is **your** responsibility to read and ensure that you understand them.

To successfully complete the coursework, you will need to demonstrate these qualities:

- **Attendance** at all timetabled lessons
- **Consistent and diligent effort** in each subject/course
- **Sustained application**
- Maintaining a **positive attitude** and **continued motivation** to achieve your personal best
- A work ethic that reflects a serious **commitment to your studies**

If you need to discuss any wellbeing or personal issues, please contact the following staff members:

Year 12 Adviser:	Mrs T. Swain	Deputy Principal:	Mrs D. Maloney
HT Wellbeing:	Mr T Brown	Careers:	Mrs B. Pedley-Smith
School Counsellor:	Mrs K. Marshall/ Mrs A.Girardi	HT Teacher and Learning:	Mrs K. Upcroft
Student Support Officer	Mr L. Pike	Aboriginal Liaison Officer:	Miss E. Wood

If you have a subject related matter, please contact the relevant Head Teacher:

Creative Arts/LOTE/Distance Ed:	Ms M Vasilescu	English:	Mr T. Kearns
Social Studies:	Mrs S. McHardy	Inclusive Education:	Mrs H. Alalikin
Mathematics:	Ms M. Wise	Science:	Mr F. Caprarelli
PDHPE:	Mr A. Jack	TAS:	Mr A. Depalo
History:	Mr D. Knott		

Mrs J. Roberti
Relieving Principal
October 2024

Assessment Schedules

The assessment schedules provided to you by your classroom teacher indicate the major components in each course. It is recommended that you go through your schedules and draw up a calendar in your diary or utilise the calendar at the back of the book, listing due dates to assist you with planning your time. Dates are generally indicated as weeks only, so that a suitable lesson or due date within the week may be allocated for all classes.

Dates may change due to unforeseen circumstances. In this instance the Principal will approve the change. As much notice as possible will be given of the new date.

The Assessment Policy rules about lateness will be applied to all these tasks.

Following the list of English courses (of which ONE is compulsory), courses follow in alphabetical order.

Notes:

1. Many of the tasks listed are some form of project or assignment which students will have an extended period to complete. The due date is a ***final due date***.
2. Many practical subjects base their assessment largely on the completion of practical projects and the submission of portfolios. This means that most of the work is completed in class, but the final product is assessed on completion.
3. Topic tests in addition to those listed may be administered in some subjects to assist in formative assessment - the acquisition of specific knowledge and readiness of the class to move on to a new topic.
4. Not all assessments on this schedule apply to all students.

Year 12 Assessment Summary 2024-2025

Term 4 2024			
Week	Subject	Year 12 Assessment Task	%
1A			
2B			
3A			
4B			
5A			
6B			
7A	Food Technology	Task 1: Case Study and In Class Response	20
	Mathematics Advanced	Task 1: Class Test	20
8B	Ancient History	Task 1: Source Analysis and Research	25
	Biology	Task 1: Problem Solving and Skills Task	20
	Drama	Task 1: Individual Project Viva Voce	20
	Mathematics Extension 1	Task 1: Class test	20
	Sport, Lifestyle and Recreation	Task 1: Healthy Lifestyles Research Task	25
9A	Business Studies	Task 1: Stimulus Based Task	25
	Chemistry	Task 1: Depth Study	30
	Earth and Environmental Science	Task 1: Practical Task	20
	Economics	Task 1: Case Study	20
	Japanese Beginners	Task 1: Listening and Speaking	20
	Japanese Continuers	Task 1: Listening and Speaking	20
	Legal Studies	Task 1: In-class writing task	25
	Mathematics Extension 2	Task 1: Class Test	20
	Mathematics Standard 1	Task 1: Class test	20
	Mathematics Standard 2	Task 1: Class test	20
	Modern History	Task 1: Historical Analysis	25
	Society and Culture	Task 1: Viva Voce	20
10B	English Advanced	Task 1: Multi Modal Presentation	25
	English Standard	Task 1: Multi Modal Presentation	25
	English Studies	Task 1: Analytical Response	25
	Industrial Technology	Task1 Designing and Planning Presentation	25
	Music 1	Task 1: Elective 1 and Core Composition	25
	Personal Development, Health and Physical Education	Task 1: Core 2 Case Study/Presentation	30
	Software Engineering	Task 1: Programming for the web – PWA Project	20

Year 12 Assessment Summary 2025

Term 1 2025			
Week	Subject	Year 12 Assessment Task	%
1B			
2A	Community and Family Studies	Task 1: Independent Research Project	20
	Engineering Studies	Task 1: Problem Solving and Report	25
3B	Extension Science	Task 1: Literature Review	30
	Physics	Task 1: Open Ended Investigation	25
	Visual Arts	Task 1: Visual Diary Submission / Panel Interview	20
4A	Sport, Lifestyle and Recreation	Task 2: Games and Sports Applications (Weeks 4 – 10)	25
5B			
6A	English Advanced	Task 2: Timed Writing Task	20
	English Standard	Task 2: Timed Writing Task	20
	English Studies	Task 2: Timed Writing Task	20
7B	Ancient History	Task 1: Timed Writing Task	25
	Biology	Task 2: Timed Writing Task	20
	Business Studies	Task 2: Timed Writing Task	25
	Chemistry	Task 2: Timed Writing Task	20
	Community and Family Studies	Task 2: Timed Writing Task	25
	Drama	Task 2: Timed Writing Task	20
	Earth and Environmental Science	Task 2: Timed Writing Task	20
	Economics	Task 2: Timed Writing Task	20
	Engineering Studies	Task 2: Timed Writing Task	20
	Food Technology	Task 2: Timed Writing Task	20
	English Extension 1	Task 2: Timed Writing Task	30
	Industrial Technology	Task 2: Timed Writing Task	20
	Japanese Beginners	Task 2: Timed Writing Task	30
	Japanese Continuers	Task 2: Timed Writing Task	30
	Legal Studies	Task 2: Timed Writing Task	25
	Mathematics Advanced	Task 2: Timed Writing Task	25
	Mathematics Extension 1	Task 2: Timed Writing Task	25
	Mathematics Extension 2	Task 2: Timed Writing Task	25
	Mathematics Standard 1	Task 2: Timed Writing Task	25
	Mathematics Standard 2	Task 2: Timed Writing Task	25
	Modern History	Task 2: Timed Writing Task	25
	Music 1	Task 2: Elective 2 and Viva Voce	25
	Personal Development, Health and Physical Education	Task 2: Timed Writing Task	20
	Physics	Task 2: Timed Writing Task	20
	Society and Culture	Task 2: Timed Writing Task	25
	Software Engineering	Task 2: Timed Writing Task	20
	Visual Arts	Task 2: Timed Writing Task	20
8A			
9B			
10A			
11B			

Year 12 Assessment Summary 2025

Term 2: 2025			
Week	Subject	Year 12 Assessment Task	%
1A			
2B			
3A			
4B	English Advanced	Task 3: Module A Comparative Essay	25
	English Standard	Task 3: Module A Critical Essay	25
	Business Studies	Task 3: Inquiry Task	25
	Economics	Task 3: In Class Essay	30
	Music 1	Task 3: Elective 3 and Core Aural Analysis	25
	Sport, Lifestyle and Recreation	Task 3: Resistance Training (Weeks 4-10)	25
5A	Biology	Task 3: Depth Study – Antibiotic Resistance	30
	Visual Arts	Task 3: Trial Body of Work – Final KHS Submission	30
6B	Chemistry	Task 3: Practical Test	20
	Drama	Task 3: Group Performance Progress Mark	30
	Engineering Studies	Task 3: Research Task	25
	Food Technology	Task 3: Food Product Development. In Class Response	30
	Mathematics Advanced	Task 3: Assignment Investigation Task and Class Test	25
	Mathematics Standard 1	Task 3: Assignment Investigation Task and Class Test	25
	Mathematics Standard 2	Task 3: Assignment Investigation Task and Class Test	25
7A	Ancient History	Task 3: Source Analysis Research	25
	Extension Science	Task 2: Statistics Task	30
	Mathematics Extension 1	Task 3: Assignment/Investigation and class test	25
	Personal Development, Health and Physical Education	Task 3: Research 2 Case Studies. Written Response	20
	Physics	Task 3: Depth Study	25
	Society and Culture	Task 3: Essay and Short Answer	25
8B	English Studies	Task 3: Collection of Classwork	30
	English Extension 1	Task 2: Critical Response	40
	Community and Family Studies	Task 3: Parenting and Caring	25
	Legal Studies	Task 3: Inquiry / In-class task	25
	Mathematics Extension 2	Task 3: Assignment/Investigation and class test	25
	Modern History	Task 3: In-class Essay	25
	Software Engineering	Task 3: Software Engineering Project – Major Project	30
9A	Industrial Technology	Task 3: Project Development and Management Report	30
	Japanese Beginners	Task 3: Reading and Responding	20
	Japanese Continuers	Task 3: Reading and Responding	20
10B	Earth and Environmental Science	Task 3: Depth Study	30

Year 12 Assessment Summary 2025

Term 3: 2025				
Week	Subject	Year 12 Assessment Task	%	
1A				
2B	English Advanced	Task 4: Trial HSC	30	
	English Standard	Task 4: Trial HSC	30	
	English Studies	Task 4: Trial HSC	25	
3A 4B	Ancient History	Task 4: Trial HSC	25	
	Biology	Task 4: Trial HSC	30	
	Business Studies	Task 4: Trial HSC	25	
	Chemistry	Task 4: Trial HSC	30	
	Community and Family Studies	Task 4: Trial HSC	30	
	Drama	Task 4: Trial HSC	30	
	Earth and Environmental Science	Task 4: Trial HSC	30	
	Economics	Task 4: Trial HSC	30	
	Engineering Studies	Task 4: Trial HSC	30	
	English Extension 1	Task 4: Trial HSC	30	
	Food Technology	Task 4: Trial HSC	30	
	VET Construction	Task 4: Trial HSC	25	
	VET Hospitality	Task 4: Trial HSC	30	
	Industrial Technology	Task 4: Trial HSC	25	
	Japanese Beginners	Task 4: Trial HSC	30	
	Japanese Continuers	Task 4: Trial HSC	30	
	Legal Studies	Task 4: Trial HSC	25	
	Mathematics Advanced	Task 4: Trial HSC	30	
	Mathematics Extension 1	Task 4: Trial HSC	30	
	Mathematics Extension 2	Task 4: Trial HSC	30	
	Mathematics Standard 1	Task 4: Trial Aural Examination and Core Performance	30	
	Mathematics Standard 2	Task 4: Trial HSC	30	
	Modern History	Task 4: Trial HSC	25	
	Music 1	Task 4: Trial HSC	25	
	Movement and Health Science	Task 4: Trial HSC	30	
	Physics	Task 4: Trial HSC	30	
	Society and Culture	Task 4: Trial HSC	30	
	Software Engineering	Task 4: Trial HSC	30	
	Sport, Lifestyle and Recreation	Task 4: Course Examination	25	
	Visual Arts	Task 4: Trial HSC	30	
	5A	Visual Arts	Task 3: Body of Work Progress	30
	6B	Extension Science	Task 3: Scientific Research Report	40
7A				
8B				
9A				
10B				

ENGLISH ADVANCED

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Texts and Human Experiences- Multi Modal Presentation	Multimodal Presentation	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	25	T4, W10
2	Timed Writing Task	Reading and Writing	EA12-1, EA12-3, EA12-5, EA12-6, EA12-9	20	T1, W6/7
3	Module A Comparative Essay	Analytical Writing	EA12-2, EA12-3, EA12-4, EA12-6, EA12-7, EA12-8	25	T2, W4
4	Trial HSC Examination	Reading and writing	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8, EA12-9	30	T3, W2/4

A student:

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Texts and Human Experiences- Multi Modal Presentation	Multimodal Presentation	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7	25	T4, W10
2	Timed Writing Task	Reading and Writing	EN12-1, EN12-3, EN12-5, EN12-6, EN12-9	20	T1, W6/7
3	Module A: Essay	Analytical Writing	EN12-2, EN12-3, EN12-4, EN12-7, EN12-8	25	T2, W4
4	Trial HSC Examination	Reading and writing	EN12-3, EN12-4, EN12-5, EN12-6, EN12-8, EN12-9	30	T3, W2/4

A student:

- EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
- EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN12-6 investigates and explains the 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Texts and Human Experiences Analytical response	Writing	ES12-5, ES12-7, ES12-8, ES12-9	25	T4, W10
2	Timed Writing Task	Reading and Writing	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-9, ES12-10	20	T1, W6/7
3	All Modules- Collection of Classwork	Collection of classwork	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	30	T2, W8
4	Trial HSC Examination	Reading and Writing	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	25	T3, W2/4

A student:

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

ENGLISH EXTENSION 1

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Timed Writing Task	Reading and Writing	EE12-2, EE12-4, EE12-5	30	T1, W6/7
2	Critical Response with related text	Analytical Writing	EE12-1, EE12-2, EE12-3, EE12-4	40	T2, W8
3	Trial HSC Examination	Reading and Writing	EE12-2, EE12-3, EE12-4, EE12-5	30	T3, W2/4

A student:

- EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE12-1 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

ANCIENT HISTORY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Source Analysis and research	Ancient Society	AH12-3, AH12-5, AH12-6, AH12-8, AH12-9	25	T4, W8
2	Topic Test: Historical Analysis	Historical Period	AH12-1, AH12-2, AH12-4, AH12-7, AH12-9	25	T1, W6/7
3	Source Analysis Research	Core: Pompeii and Herculaneum	AH12-5, AH12-6, AH12-8, AH12-9, AH12-10	25	T2, W7
4	Trial HSC Examination	All Topics	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-7, AH12-9, AH12-10	25	T3, W3/4

A student:

- 12-1 Accounts for the nature of continuity and change in the ancient world
- 12-2 Proposes arguments about the varying causes and effects of events and developments
- 12-3 Evaluates the role of historical features, individuals and groups in shaping the past
- 12-4 Analyses the different perspectives of individuals and groups in their historical context
- 12-5 Assesses the significance of historical features, people, places, events and developments of the ancient world
- 12-6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- 12-7 Discusses and evaluates differing interpretations and representations of the past
- 12-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- 12-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- 12-10 Analyses issues relating to the ownership, custodianship and conservation of the ancient past

BIOLOGY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Problem solving and Skills Task	Module 5: Heredity	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12	20	T4, W8
2	Topic Test	Module 5/6: Heredity Genetic Change	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13	20	T1, W6/7
3	Depth Study - Antibiotic Resistance	Module 7: Infectious Disease	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-14	30	T2, W5
4	Trial HSC Examination	Modules 5-8	BIO11/12-1 to BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	30	T3, W3/4

A student:

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Stimulus Based Task	Operations	H1, H2, H4, H5, H6, H8, H9	25	T4, W9
2	Timed Writing Task: Topic Test	Operations & Finance	HH1, H2, H3, H4, H5, H7, H8, H9, H10	25	T1, W6/7
3	Inquiry Based In Class Task	Marketing	H1, H2, H4, H5, H6, H7, H8, H9	25	T2, W4
4	Trial HSC Examination	All Topics	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	25	T3, W3/4

A student:

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

CHEMISTRY

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Depth Study	Solubility	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12	30	T4, W9
2	Timed Writing Task	Module 5-6, Working scientifically skills	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13	20	T1, W6/7
3	Practical Test	Working scientifically skills	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	20	T2, W6
4	Trial HSC Examination	Modules 5-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15	30	T3, W3/4

A student:

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes

COMMUNITY AND FAMILY STUDIES

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Independent Research Project	Groups in Context and Research Methodology <ul style="list-style-type: none"> Plan / Diary / Project 	H4.1, H4.2	20	T1, W2
2	Timed Writing Task	<ul style="list-style-type: none"> Research Methodology Groups in Context 	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	25	T1, W6/7
3	Parenting and Caring	Parenting and Caring <ul style="list-style-type: none"> Promotional package (presentation, justification) Skills and effective communication Collecting, analysing and organising information 	H2.1, H2.2, H3.2, H5.1	25	T2, W8
4	Trial HSC Examination	Groups in Context, Research Methodology, Individuals and Work, Parenting and Caring	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	30	T3, W3/4

A student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities.
- H2.1 analyses different approaches to parenting and caring relationships.
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities.
- H2.3 critically examines how people's rights and responsibilities in various environments contribute to wellbeing.
- H3.1 analyses the socio-cultural 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

CONSTRUCTION

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

CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) Cohort 2024 - 2025 26211 2 Units x 2 Years

Training Package CPC Construction, Plumbing and Services Training Package (Release 3)

Assessment Events		Task 5	Task 6	Task 7	Timed Writing Task	Trial HSC Examination
		Date: Wk 10 Term 4	Date: Wk 10 Term 1	Date: Wk 10 Term 3	Weeks 6 & 7 Term 1	Weeks 3 & 4 Term 3
Code	Unit of Competency					
CPCJN2001 CPCJN3004	Assemble components Manufacture and assemble joinery components	X				
CPCCA2002 CPCCM2005 CPCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X			
CPCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X		

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

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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

Cohort 2023 - 2024 Stage 6 Construction Task N/A Qualification CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3) Training Package
CPC Construction, Plumbing and Services Training Package (version 8.0) Version 0.28 QPA Yes

DRAMA

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Individual Project Viva Voce	Making 10% Performing 10%	H1.5, H1.7, H3.1, H3.2	20	T4, W8/9
2	Timed Writing Task Topic 1 – Essay	Critically Studying 20%	H1.3, H3.2, H3.3, H3.4	20	T1, W6/7
3	Group Performance Progress mark	Performing 10% Making 20%	H1.3, H1.4, H2.3, H3.1	30	T2, W6/7
4	Trial HSC	Making 10% Performing 10% Critically Studying 10%	H1.1, H1.6, H1.2, H2.1, H1.3, H2.2, H1.4, H3.3 H1.7, H3.1, H3.2, H3.4, H3.5	30	T3, W3/4

A student:

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

EARTH AND ENVIRONMENTAL SCIENCE

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Practical Task	Working Scientifically Skills	EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6,	20	T4, W9
2	Timed Writing Task	Modules 5, 7 and Working Scientifically Skills	EES12-12, EES12-14	20	T1, W 6/7
3	Depth Study	Hazards	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-7, EES12-13	30	T2, W10
4	Trial HSC Examination	Modules 5, 6, 7 and Working Scientifically Skills	EES12-12, EES12-13, EES12-14	30	T3, W3/4

A student:

EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information Problem solving
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	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
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

ECONOMICS

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Case Study-The Global Economy and A Country Other Than Australia	The Global Economy	H1, H2, H3, H4, H5, H7, H8, H9, H10	20	T4, W9
2	Timed Writing Task: Topic Test	The Global Economy, Australia's Place in the Global Economy	H1, H2, H3, H4, H8, H10, H11	20	T1, W6/7
3	In class essay - Economic Issues	Economic Issues	H1, H2, H5, H6, H8, H7, H9, H10, H11	30	T2, W4
4	Trial HSC Examination	All topics	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	30	T3, W3/4

Note: H12 is assessed formatively throughout the course

A student:

- H1 Demonstrates understanding of economic terms, concepts and relationships
- H2 Analyses the economic role of individuals, firms, institutions and governments
- H3 Explains the role of markets within the global economy
- H4 Analyses the impact of global markets on the Australian and global economies
- H5 Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6 Analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7 Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8 Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9 Selects and organises information from a variety of sources for relevance and reliability
- H10 Communicates economic information, ideas and issues in appropriate forms
- H11 Applies mathematical concepts in economic contexts
- H12 Works independently and in groups to achieve appropriate goals in set timelines

ENGINEERING STUDIES

Task	Task Description	Skill /Component /Topic	Outcomes	Weighting %	Due Date
1	Civil Structures Engineering Problem Solving & Report	Knowledge and understanding, research, problem solving and communication related to engineering practice	H3.1, H3.2, H4.2, H5.1, H5.2	25	T1, W2
2	Timed Writing Task	Knowledge and understanding of course content	H1.2, H3.1, H3.3, H4.1, H6.1	20	T1, W6/7
3	Telecommunications Scope of the Profession & Current Innovations Materials Research Task	Knowledge and understanding, research, problem solving and communication related to engineering practice	H1.1, H2.1, H2.2, H4.1	25	T2, W6
4	Trial HSC Examination	Knowledge and understanding of course content	H1.1, H1.2, H2.1, H3.1, H4.2, H4.3	30	T3, W3/4

A student:

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

EXTENSION SCIENCE

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Literature Review Task	Module 2: The research proposal	SE2, SE3, SE5, SE7	30	T1, W3
2	Statistics Task	Module 2-4	SE1, SE4, SE5	30	T2, W7
3	Scientific Research Report	Module 4: The research report	SE1, SE2, SE3, SE4, SE5, SE6, SE7	40	T3, W6

A student:

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

FOOD TECHNOLOGY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Case Study on the Australian Food Industry and in class response	Knowledge and skills in researching, analysing and evaluating food issues	HH1.2, H1.4, H3.1	20	T4, W7
2	Timed Writing Task	Knowledge and understanding of course content	H1.1, H4.2	20	T1, W6/7
3	Food Product Development and in class response	Skills in experimenting with and preparing food by applying theoretical concepts Skills in researching, analysing and communicating food issues	H1.3, H2.1, H4.1, H5.1	30	T2, W6
4	Trial HSC Examination	Knowledge and understanding of course content	H1.1, H1.2, H1.3, H1.4, H2.1, H3.2	30	T3, W3/4

A student:

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

HOSPITALITY – FOOD AND BEVERAGE (VET)

Macquarie Park RTO 90222

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

Qualification: SIT20322 Certificate II in Hospitality Cohort 2024 - 2025 Training Package SIT Tourism, Travel and Hospitality (Version 0.43)

<p style="text-align: center;"><i>Assessment Tasks for SIT20322 Certificate II in Hospitality</i></p> <p><i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i></p>		Task 3	Task 4	Timed Writing Task	Trial HSC Examination
		Week 10 Term 1	Week 10 Term 3	Weeks 6 & 7 Term 1	Weeks 3 & 4 Term 3
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages	X			
SITHFAB025	Prepare and serve espresso coffee	X			
SITHFAB027	Serve food and beverages	X			
BSBTWK201	Work effectively with others		X		
SITHIND007	Use hospitality skills effectively		X		

*Depending on the achievement of units of competency, the possible qualification outcome is **SIT20322 Certificate II in Hospitality***

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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

INDUSTRIAL TECHNOLOGY (Multimedia / Timber Products & Furniture Technologies)

Task	Task Description	Skill /Component /Topic	Outcomes	Weighting %	Due Date
1	Designing and Planning Presentation	Knowledge and skills in the design, management, communication and production of a major project	H3.1, H3.2, H3.3, H5.1	25	T4, W10
2	Timed Writing Task	Knowledge and understanding of course content	H1.1, H1.2, H3.2, H4.3, H5.2, H6.1, H7.1, H7.2	20	T1, W6/7
3	Project Development and Management Report	Knowledge and skills in the design, management, communication and production of a major project	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	30	T2, W9/10
4	Trial HSC Examination	Knowledge and understanding of course content	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	25	T3, W3/4

A student:

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles 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

JAPANESE BEGINNERS

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Listening and Speaking	Listening 10 %, Speaking 10%	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3	20	T4, W9
2	All Skills	Listening 10%, Reading 10%, Speaking 5%, Writing 5%	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30	T1, W6/7
3	Reading and Responding	Reading 10%, Writing 10%	1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	20	T2, W9
4	HSC Trials	Listening 10%, Reading 10%, Speaking 5%, Writing 5%	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	30	T3, W3/4

The student will:

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

JAPANESE CONTINUERS

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Listening and Speaking	Listening 10 %, Speaking 10%	1.2, 1.3, 2.4, 3.1, 3.1, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2,4.3	20	T4, W9
2	All Skills	Listening 10%, Reading 10%, Speaking 5%, Writing 5%	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.1, 3.3, 3.4, 3.5, 3.6,4.1,4.2,4.3	30	T1, W6/7
3	Reading and Responding	Reading 10%, Writing 10%	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.1, 3.3, 3.4, 3.5, 3.6,4.1	20	T2, W9
4	HSC Trials (All Skills)	Listening 10%, Reading 10%, Speaking 5%, Writing 5%	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.1, 3.3, 3.4, 3.5, 3.6,4.1,4.2,4.3	30	T3, W3/4

The student will:

1. exchange information, opinions and experiences in Japanese

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience

2. express ideas through the production of the original texts in Japanese

- 2.1 applies knowledge of language structures to the production of create original text
- 2.2 composes informative, descriptive, reflective, Japanese persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information

3. analyse, process and respond to texts that are in Japanese

- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context

4. understand aspects of the language and culture of Japanese- speaking communities

- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

LEGAL STUDIES

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	In Class Task	Crime	H1, H2, H3, H4, H5, H6, H7, H8, H9	25	T4, W9
2	Timed Writing Task: Topic Test	Crime and Human Rights	H1, H2, H3, H4, H7, H9, H10	25	T1, W6/7
3	In Class Task Writing Task	Option Topic	H1, H3, H4, H5, H6, H8, H9, H10	25	T2, W8
4	Trial HSC Examination	All Topics	H1, H2, H3, H4, H5, H6, H7, H8 H9, H10	25	T3, W3/4

A student:

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

MATHEMATICS ADVANCED

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Class test	Probability and Discrete Probability Distributions S1, Graphing techniques F2	MA11-7, MA12-1, MA12-10	20	T4, W7
2	Timed Writing Task	Trigonometric functions and graphs T3, Differentiation of trigonometry, exponential and logarithmic functions C2.1, Rules of differentiation C2.2, The first and second derivatives C3.1, Applications of the derivative C3.2, The anti-derivative C4.1	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-10	25	T1, W6/7
3	Assignment/ Investigation Task + Class Test	Arithmetic sequence and series (M1.2), Geometric sequences and series (M1.3), Modelling investments and loans (M1.1), Financial applications of sequences and series (M1.4)	MA12-2, MA12-4, MA12-9, MA12-10	25	T2, W6
4	Trial HSC Examination	All Topics covered in the Mathematics Advanced course	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10, MA11-2, MA11-3, MA11-4, MA11-6, MA11-7	30	T3, W3/4

Each of the tasks listed above will represent the following components

- Understanding, fluency and communication
- Problem solving, reasoning and justification

A student:

MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12-2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12-3	applies calculus techniques to model and solve problems
MA12-4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA12-5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA12-6	applies appropriate differentiation methods to solve problems
MA12-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-8	solves problems using appropriate statistical processes
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
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practice problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MATHEMATICS EXTENSION 1

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Class test	Exponential Growth and Decay C1.2, Introduction to vectors V1.1, Further operations with vectors V1.2	ME11-4, ME12-2, ME12-7	20	T4, W8
2	Timed Writing Task	Trigonometric equations T3, Further calculus C2, Further area and volumes of solids of revolution C3.1	ME12-1, ME12-2, ME12-3, ME12-4, ME12-7	25	T1, W6/7
3	Assignment/ Investigation Task + ClassTest	Projectile motion V1.3	ME12-1, ME12-2, ME12-6, ME12-7	25	T2, W7
4	Trial HSC Examination	All Topics covered in the Mathematics Extension 1 course	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-7	30	T3, W3/4

Each of the tasks listed above will represent the following components:

- Understanding, fluency and communication
- Problem solving, reasoning and justification

A student:

ME12-1	applies techniques involving proof or calculus to model and solve problems
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME12-5	applies appropriate statistical processes to present, analyse and interpret data
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms
ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

MATHEMATICS EXTENSION 2

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Class test	Arithmetic of complex numbers N1.1, Geometric representations of a complex number N1.2, Other representations of complex numbers N1.3, Solving equations with complex numbers N2.1	MEX12-1, MEX12-4, MEX12-7, MEX12-8	20	T4, W9
2	Timed Writing Task	Geometrical implications of complex numbers N2.2, Introduction to three- dimensional vectors V1.1, Further operations with three- dimensional vectors V1.2, Vectors and vector equations of lines V1.3	MEX12-1, MEX12-3, MEX12-4, MEX12-7, MEX12-8	25	T1, W6/7
3	Assignment/ Investigation Task + Class Test	Simple harmonic motion M1.1, Modelling motion without resistance M1.2, Resisted Motion M1.3, Projectile and resisted motion M1.4	MEX12-6, MEX12-7, MEX12-8	25	T2, W8
4	Trial HSC Examination	All Topics covered in Mathematics Extension 2 course	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	30	T3, W3/4

Each of the tasks listed above will represent the following components:

- Understanding, fluency and communication
- Problem solving, reasoning and justification

A student:

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

MATHEMATICS STANDARD 1

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Class test	Working with Time M2, Money Matters, Budgeting and Household Expenses F1.3, Rates M4, Scale Drawings M5	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS1-12-3, MS1-12-4, MS1-12-10	20	T4, W9
2	Timed Writing Task	Right-angled Triangles M3, Investments F2, Depreciation and Loans F3	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-10	25	T1, W6/7
3	Assignment/Investigation Task + Class Test	The Statistical Investigation Process for a Survey S3.1, Exploring and describing data arising from two quantitative variables S3.2	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	25	T2, W6
4	Trial HSC Examination	All Topics covered in Mathematics Standard and Mathematics Standard 1 course	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-8	30	T3, W3/4

Each of the tasks listed above will represent the following components:

- Understanding, fluency and communication
- Problem solving, reasoning and justification

A student:

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

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

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

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

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

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

MS1-12-7 solves problems requiring statistical processes

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

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

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

MS11-2 represents information in symbolic, graphical and tabular form

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical model

MS11-7 probability problems involving multistage events

MATHEMATICS STANDARD 2

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Class test	Working with Time M2, Money Matters, Budgeting and Household Expenses F1.3, Rates and Ratios M7, Non-right-angled Trigonometry M6	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS2-12-3, MS2-12-4, MS2-12-10	20	T4, W9
2	Timed Writing Task	Non-right-angled Trigonometry M6, Bivariate Data Analysis S4, The Normal Distribution S5,	MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-7, MS2-12-10	25	T1, W6/7
3	Assignment/Investigation Task + Class Test	Investments F4.1, Depreciation and loans F4.2 and Annuities F5, Networks Concepts N2	MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10	25	T2, W6
4	Trial HSC Examination	All Topics covered in Mathematics Standard and Mathematics Standard 2 course	MS212-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10, MS11-3, MS11-6, MS11-8	30	T3, W3/4

Each of the tasks listed above will represent the following components:

- Understanding, fluency and communication
- Problem solving, reasoning and justification

A student:

- MS2-12-1: uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2: analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3: interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
- MS2-12-4: analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5: makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6: solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7: solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8: solves problems using networks to model decision-making in practical problems
- MS2-12-9: chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- MS2-12-10: uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response
- MS11-2: represents information in symbolic, graphical and tabular form
- MS11-3: solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4: performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5: models relevant financial situations using appropriate tools
- MS11-6: makes predictions about everyday situations based on simple mathematical models
- MS11-8: solves probability problems involving multistage events

MODERN HISTORY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Historical Analysis	Power and Authority in the Modern World	MH12-4, MH12-6, MH12-7, MH12-8, MH12-9	25	T4, W9
2	Timed Writing Task	Power and Authority in the Modern World & Russia and the Soviet Union	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	25	T1, W6/7
3	In Class Essay	The Cold War	MH12-1, MH12-2, MH12-3, MH12-5, MH12-8, MH12-9	25	T2, W8
4	Trial HSC Examination	All Topics	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	25	T3, W3/4

A student:

- 12-1 Accounts for the nature of continuity and change in the modern world
- 12-2 Proposes arguments about the varying causes and effects of events and developments
- 12-3 Evaluates the role of historical features, individuals, groups and ideas in shaping the past
- 12-4 Analyses the different perspectives of individuals and groups in their historical context
- 12-5 Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- 12-6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- 12-7 Discusses and evaluates differing interpretations and representations of the past
- 12-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- 12-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MUSIC 1

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	TOPIC 1: An Instrument & its repertoire ELECTIVE 1 AND Core Composition	ELECTIVE 1 – Performance/Musicology/ Composition Composition (Core)	H1, H5, H11 H2, H6, H8, H10	25	T4, 10
2	TOPIC 2: Music of the C20th & C21st ELECTIVE 2: AND Viva voce presentation on student’s Elective 2 choice	ELECTIVE 2 – Performance/Musicology/ Composition AURAL (Core)	H1, H5, H11 H3, H4, H5, H7, H8	25	T1, W 6/7
3	TOPIC 3: Popular Music ELECTIVE 3: AND Aural analysis	ELECTIVE 3 – Performance/Musicology/ Composition Musicology (Core)	H1, H5, H11 H2, H4, H6	25	T2, W4
4	TRIAL AURAL EXAMINATION AND Core Performance (and presentation of program – feedback only)	AURAL PERFORMANCE (Core)	H2, H4, H6, H8 H1, H5, H11	25	T3, W3/4

A student:

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

PDHPE (PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION)

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Core 2 Case Study/Presentation Factors Affecting Performance	Knowledge and understanding of training plans, nutritional strategies and/or psychological strategies that affect performance. Skills of critical thinking, research and analysis required.	H7, H8, H9, H10, H11, H16, H17	30	T4 W10
2	Timed Writing Task	Knowledge and Understanding - Factors Affecting Performance Health Priorities in Australia.	H1, H2, H3, H4, H5, H14, H15, H16, H17	20	T1, W6/7
3	Option – Sports Medicine Research 2 Case Studies. Prepare written responses.	Knowledge and understanding of safe sport practices, managing injuries and promoting safe sports participation. Skills of critical thinking, research and analysis required.	H8, H13, H16, H17	20	T2, W7
4	Trial HSC Examination Core 1, Core 2 Sports Medicine Improving Performance	Knowledge and understanding of Factors Affecting Performance, Health Priorities in Australia, Sports Medicine and Improving Performance.	H1 to H5, H7 to H11, H13 to H17	30	T3, W3/4

A student:

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

PHYSICS

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Open Ended Investigation	Module 5: Advanced Mechanics	PHY11/12-1, PHY11/12-3, PHY11/12-5, PHY11/12-6, PHY12-12	25	T1, W3
2	Topic Test	Module 5-6 Advanced Mechanics/Electromagnetism	PHY11/12-1 to PHY11/12-7, PHY12-12, PHY12-13	20	T1, W6/7
3	Depth Study - Nature of light	Module 7: Nature of light	PHY11/12-1, PHY11/12-2, PHY11/12-3, PHY11/12-4, PHY11/12-5, PHY11/12-7, PHY12-14	25	T2, W7
4	Trial HSC Examination	Modules 5-8	PHY12-1, PHY12-6, PHY12-12, PHY12-13, PHY12-14, PHY12-15	30	T3 W3/4

A student:

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 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

SOCIETY AND CULTURE

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Viva Voce	Social Cultural Continuity and Change – Research Methods	H6, H7, H8, H9, H10	20	T4, W9
2	Timed Writing Task:Topic Test	Core: Social and Cultural Continuity and Change	H2, H4, H5, H9, H10	25	T1, W6/7
3	Essay & short answer	Depth Study ONE	H1, H5, H9, H10	25	T2, W7
4	Trial HSC Examination	Core, Depth Study One and Two	H1, H2, H3, H9, H10	30	T3, W3/4

A student:

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

Compulsory submission dates will be:

FORMAT	Date	Details
1. NESAS check in	T4 - W5	Diary and Project Proposal
2. School based check in	T4 - W8	Plan for primary and secondary research methodology – at least 3
3. NESAS check in	T1 - W2	Diary and primary research methodology (1) and secondary methodology (1) evidence
4. School based check in	T1 - W6	Diary and primary research methodology (2 and 3) and secondary methodology (2 and 3) evidence
5. NESAS check in	T1 - W9	Diary and draft introduction of PIP
6. NESAS check in	T2 - W2	Diary and plan of chapters – dot point summaries
7. School based check in	T2 - W5	Diary, introduction, and chapter 1 complete
8. School based check in	T2 - W7	Diary, chapter 2
9. NESAS check in	T2 - W9	Diary, chapter 3, draft log and conclusion
10. School based check in	T3 - W2	Finished product for final feedback, completed declarations document
11. NESAS SUBMISSION	T3 - TBA	FINAL PRODUCT UPLOADED TO NESAS, teacher certification

SOFTWARE ENGINEERING

Task	Task Description	Skill / Component / Topic	Outcomes	Weighting %	Due Date
1	Programming for the web – PWA Project	Programming for the web Secure software architecture Software engineering project	SE-12-02, SE-12-03, SE-12-06, SE-12-07, SE-12-08	20	T4, W10
2	Timed Writing Task	Programming for the web Secure software architecture Software engineering project	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08	20	T1, W6/7
3	Software Engineering Project – Major Project	Programming for the web Secure software architecture Software automation Software engineering project	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08, SE-12-09	30	T2, W8
4	Trial HSC Examination	Programming for the web Secure software architecture Software automation Software engineering project	SE-12-01, SE-12-02, SE-12-03, SE-12-04, SE-12-05, SE-12-06, SE-12-07, SE-12-08	30	T3, W3/4

A student:

- SE-12-01 justifies methods used to plan, develop and engineer software solutions
- SE-12-02 applies structural elements to develop programming code
- SE-12-03 analyses how current hardware, software and emerging technologies influence the development of solutions
- SE-12-04 evaluates practices to safely and securely collect, use and store data
- SE-12-05 explains the social, ethical and legal implications of software engineering on the individual, society and the environment
- SE-12-06 justifies the selection and use of tools and resources to design, develop, manage and evaluate software
- SE-12-07 designs, develops and implements safe and secure programming solutions
- SE-12-08 tests and evaluates language structures to refine code
- SE-12-09 applies methods to manage and document the development of a software project

SPORT, LIFESTYLE and RECREATION

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Healthy Lifestyles Research Task	Healthy Lifestyles Research <ul style="list-style-type: none"> Investigate lifestyle balance 	1.5, 2.3, 3.5, 4.3	25	T4, W8
2	Games and Sports Applications II	Games and Sports Applications II <ul style="list-style-type: none"> Students skillfully and confidently participate in various sporting contexts 	1.1,1.3, 2.1, 3.1, 3.2, 4.1, 4.4	25	T1, W4-10
3	Resistance Training	Resistance Training <ul style="list-style-type: none"> Application and Performance of Resistance Training Principles 	1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	25	T2, W4-10
4	Course Examination	Healthy Lifestyles Games and Sports Applications II Resistance Training	1.1, 1.2, 1.5, 2.1, 2.2, 2.5, 3.2, 3.5, 4.3	25	T3, W3/4

A student:

- 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 administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 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 goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 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
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

VISUAL ARTS

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Visual Diary Submission / Panel Interview	Artmaking	H1, H2, H3, H4, H5, H6	20	T1, W3
2	Timed Writing Task	Critical / Historical	H6, H7, H8, H9	20	T1, W6/7
3	Body of Work in Progress	Artmaking	H1, H2, H3, H4, H5, H10	30	T3, W5
4	Trial HSC Examination	Critical / Historical	H6, H7, H8, H9	30	T3, W3/4

A student:

- H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3 demonstrates an understanding of the frames when working independently in the making of art
- H4 selects and develops subject matter and forms in particular ways as representations in artmaking
- H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7 applies their understanding 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

A. NESA Requirements

Full details may be obtained from the NESA website: <http://educationstandards.nsw.edu.au/>

This site will also allow you to access full copies of each syllabus and lists of prescribed texts and specifications for each course.

To be eligible for the award of the Higher School Certificate the Principal must certify to NESA that you have:

- satisfactorily completed a pattern of courses which meets NESA's requirements
- completed the requirements for each course, including any necessary practical, or project work, or work placements
- satisfactorily complete tasks designed by the school for the internal assessment program in **each HSC course**
- sit for and make a **genuine** attempt at, the required HSC Certificate examinations.

Pattern of Study

The HSC course must include a minimum of 10 units of study composed of:

- at least 6 units of Board Developed courses (i.e. courses with an external HSC examination)
- at least 2 units of a Board Developed course in English
- at least 3 courses of a 2 unit value or greater (either Board Developed or Board Endorsed courses)
- at least 4 subjects (including English)
- at most 6 units of Science can count towards the HSC

The Preliminary course must be completed before commencing the HSC component.

Satisfactory Course Completion

- I. To complete a course satisfactorily, you must fulfil all requirements of the syllabus eg. assignments, practical work, attend and participate in all classes including class tasks set by the teacher. This includes the minimum requirement that a student makes a **genuine attempt** at assessment tasks worth more than 50% of the available marks for the course.
- II. The Principal must be satisfied that there is sufficient evidence that you have:
 - a) **followed the course** developed or endorsed by NESA
 - b) applied yourself with **diligence and sustained effort** to the set tasks and experiences provided by the school
 - c) **achieved** some or all of the outcomes

N Determinations

If the Principal determines that the above course requirements have not been met, you will be given written warning in sufficient time to correct any problems regarding satisfactory completion of course requirements.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will deem that the student has not met the requirements for the course.

You have the right to appeal to the school and then to NESA against the Principal's N-Award determination. The Principal will advise you of this right and explain the appeal process. Where it is determined that you have not satisfactorily completed a course, you will receive no results from NESA in that course. Until you receive results in 12 Preliminary units you will not be eligible for the award of a Preliminary Certificate and to progress to the HSC Course.

Two or more N-Award warning letters in any one subject **regardless of whether the work has been caught up or not** can lead to an N-Award determination by the Principal.

B. School Assessment Policy

The award of the Higher School Certificate involves a combination of external examinations, and school-based assessment in all subject areas. Both school-based assessment and external exam marks will appear on your Record of School Achievement. In most Board Developed HSC Courses, school-based assessment counts for 50% of your overall mark. Marks are submitted to the NSW Education Standards Authority and are reported on your Higher School certificate. (*VET and Life Skills courses have different requirements.*)

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. VET courses are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification, but not towards your HSC course mark.

The assessment requirements for each Board Developed Course are set out in each syllabus. Syllabuses and other Board publications including past examination papers, specimen papers and “Notes from the Marking Centre” can be found on the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

Your final assessment rank will be published on your Semester 2 report. If you feel that your rank in any course is not correct, you may apply to the school Principal for a review. The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgement of the teachers in marking your work.

The school is responsible for providing:

- set tasks which will measure your performance in each component of the course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination on time
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- a record of your performance in these tasks

As a student, you are responsible for:

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth more than 50% of the available marks you may receive an N determination in a course
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date
- in the case of VET students, ensure you are properly equipped and dressed according to safety regulations and complete the mandatory work placement hours

SATISFACTORY COMPLETION OF A COURSE

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

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

For the satisfactory completion of a course, the NSW Education Standards Authority does not mandate an attendance requirement. At KHS it is an expectation that students attend **all classes** and **engage in learning experiences and work set** by the teacher. Students not meeting this expectation may lead to the Principal determining that the course completion criteria has not been met.

If at any time it appears that a student is at risk of receiving an 'N' determination - this is a non-successful completion of course, the Principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected.

Student progress will be monitored by the school's Learning and Support and Wellbeing Team, Subject Head Teacher and the Deputy Principal. Students who are in danger of receiving an N-Award determination will be interviewed, if possible, and contact will be made home informing parents/carers of their child's status.

Students who have not complied with the above requirements and have received **at least two (2) written warnings** may be regarded as not having satisfactorily completed the course. The Principal will then apply the N-Award determination process or post compulsory school options will be recommended.

ATTENDANCE

Students' attendance at school and in class is an essential prerequisite for the attainment of the HSC. A Non-Award warning letter may be issued if attendance falls below 90% on the grounds that the student has not completed course outcomes.

Students should be present at school to complete and submit all assessment tasks and examinations. Students and parents/carers should NOT assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks. Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education discourages students taking leave during the school term.

- Principals have discretion to grant leave to an HSC student in accordance with school and/or sector policies and procedures.
- Principals must advise HSC students applying for leave that all [course completion, assessment requirements](#), and [exam attendance requirements](#) continue to apply, irrespective of whether their leave request is granted or not. <https://curriculum.nsw.edu.au/ace-rules/ace13/hsc-leave>
- When determining whether to grant leave to an HSC student, principals must be satisfied that:
 - the leave request is reasonable
 - the student can meet the course completion, assessment and exam attendance requirements in the HSC course(s) they are entered into,¹ and
 - the school can provide assessment data² for the HSC course(s) the student is entered into.

All assessments are conducted within the guidelines set by the NESAs. The NESAs guidelines for HSC students make no provision for tasks missed due to leave. There are well established protocols for illness and misadventure, however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that all requirements of the Preliminary and HSC courses can be fulfilled.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the Deputy Principal AT LEAST TWO WEEKS PRIOR TO THE SCHEDULED TASK. Failure to consult within adequate time, and failure to comply with task submission requirements, will result in penalties for non-completion or late submission of a task in accordance with the assessment policy. All hand-in tasks due during the period of leave must be submitted prior to leave commencing. Examinations that are missed will be completed after the majority of the cohort have completed them.

It is expected that students attend and attempt all assessment tasks. If this does not occur a student will be issued with Non-completion Award Warning (N Award warning).

On the day of a task **students will be present for all their normal timetable**, in line with school policy. If a student is not present, a completed **Stage 6 'Illness and Misadventure' form** with a medical certificate, or other appropriate documentation will be required. The attending doctor must complete the form to communicate how the illness prevented or interrupted preparation for and/or attendance at the submission time.

Illness and Misadventure forms can be copied from this book found on the school website or available from the Deputy Principal.

The school will monitor students who are absent, late or **absent the day before a task is due**. A pattern such as this may suggest the student is using sick days to advantage themselves in completing a task and could be an example of malpractice. Students absent will need to **produce a medical certificate**.

SUBMISSION OF AN ASSESSMENT TASK

All take home tasks are to be handed in **BEFORE PERIOD ONE** on the due date, regardless of the students' timetable for the day. It is the responsibility of the student to know where to submit the task. Students must **sign a register** when they submit a task. The precise due date for an assessment task will be provided by your classroom teacher, at least **TEN (10)** school days before it is due.

If your Assessment Task is not submitted on the due date **you will receive a ZERO mark** unless a student supplies appropriate evidence of illness or misadventure. Forgetting about a task will also receive a zero. The task **MUST** still be submitted to fulfil course criteria and appropriate feedback will be given.

- If you receive a ZERO, you may lodge a request for *Review of Assessment* to the Deputy Principal within 48 hours of Illness/Misadventure outcome notification. Forms are available from the Deputy Principal and at the back of this book. **The responsibility for this rests with the student.**
- An extension of time for the submission of an assessment task will **only** be granted in exceptional circumstances and only **AT THE DISCRETION OF THE PRINCIPAL** and would require the submission of a completed **Stage 6 'Illness and Misadventure' form**.

For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the [course completion criteria](#).

REVIEW OF ASSESSMENTS

Students may ask for a review of their assessments if they feel that special circumstances have interfered with their performance that is not covered by the rules above. This request for review must be submitted in writing to the Deputy Principal, who will consult with the Head Teacher and Principal. Documentary evidence is usually required.

If you wish to appeal against the mark/grade awarded by the school at the end of the course, you must submit a written appeal together with evidence to the **Principal**. The School will review the mark/grade you have been given and advise you of the result of the review. The Review Panel will consist of:

- Principal and/or Deputy Principal
- Head Teacher of the subject in question or a nominee

Your application for a review/appeal should show that your mark/grade in the course is not consistent with the reports given to you throughout the year by the school.

C. Assessment Tasks

1. General Information about Assessment Tasks

- 1.1 Each student is expected to complete all assessment tasks.
- 1.2 Assessment tasks take precedence over all other school activities, including excursions, competitions, and sporting events. Under special circumstances the principal will need to be consulted and may grant exemptions.
- 1.3 Assessment tasks must be handed in personally or online in the Google Classroom (if communicated on the assessment notification) to the class teacher before 8.30am of the date the task is due. Unless otherwise specified, all assessment tasks must be handed in as hard copies. Students must **sign a register** when they submit a task.
- 1.4 Assessment for the Higher School Certificate courses will begin from Term 4, 2024 and finish Term 3, 2025.
- 1.5 All work done at home must be the student's own work as per All My Own Work. <https://www.nsw.gov.au/education-and-training/nesa/hsc/all-my-own-work>. The progress of home assessment tasks will be checked by the teacher where appropriate and entered into the monitoring folder. Work submitted containing work not done by the student may receive zero marks.
- 1.6 For subjects with an externally marked practical component, the majority of the work must be done at school under teacher supervision.
- 1.7 Exam type tasks are those for which no additional question details have been provided. Additional question details may include such things as marking criteria, an open book task, or the question being given beforehand.
- 1.8 If students include frivolous answers in an assessment task, it will be deemed a non-serious attempt.
 - NESAs expects students to make a serious attempt at all school-based assessment tasks, HSC exams, and HSC minimum standard tests.
 - HSC students who do not make a serious attempt at the [exam](#) may not receive a result in the course concerned. This may render some students [ineligible](#) for the award of the HSC. <https://curriculum.nsw.edu.au/ace-rules/ace10/non-serious>
- 1.9 Students are encouraged not to be absent the day prior to a formal assessment task without documentation. Classroom teachers will monitor attendance in all HSC courses.

- 1.10 Students must attend all classes on the day an assessment task is due. Students are not permitted to turn up late because they have been working on the task. If a STUDENT IS LATE TO SCHOOL DUE TO SICKNESS, a doctor's certificate must be presented AS SOON AS THEY ARRIVE AT SCHOOL. It will not be accepted later that day or the following day. Students who fail to do so may have their school records adjusted to reflect the unjustified absence. School records are used as a basis for school references and Principal's recommendations for scholarships. Classroom teachers will monitor attendance and alert Deputy Principal of any discrepancies or concerning attendance patterns.
- 1.11 Full school uniform is required to be worn at all school exams. You may be required to remain after the exam as a consequence for not following school procedure.
- 1.12 Students are not allowed to use erasable pens to complete any tasks.
- 1.13 Students may receive generalised non-specific feedback on draft copies of assessment tasks. Teachers may provide the same feedback to the whole class as appropriate to prevent an unfair advantage.

D. Academic Integrity Policy

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Students are responsible for knowing and complying with NESAs ACE Rules and policies regarding malpractice, including:

- a. [All My Own Work](#) (or its equivalent), and
- b. [HSC Rules and Procedures Guide](#), and
- c. [HSC minimum standard: Malpractice and breaches of test rules](#), and
- d. [HSC practical exams](#)

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including all submitted works and practical examinations), must be your own. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own or using them without acknowledgement), could lead to your **receiving ZERO marks** and may jeopardise your Preliminary Certificate and HSC results.

Malpractice is any activity that allows you 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 your own
- using material directly from books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical or performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules in relation to communication and use of devices
- obtaining unauthorised access to examination papers or questions before the examination
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
- Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.
- Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption

Types of [malpractice](#) in HSC submitted works and practical components, HSC exams, and HSC minimum standard tests.

Malpractice in any form including *plagiarism, collusion, misrepresentation, and breach of assessment conditions* is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the [RoSA](#) or the [HSC](#).

Plagiarism

Plagiarism is the use of the work of others without acknowledgement:

- Copying someone else's work in part or in whole and presenting it as their own, and/ or
- Using material directly from books, journals, the internet, or any other offline/ online resources, without appropriate acknowledgement, and/or
- Building on the ideas or words of another person without appropriate acknowledgement, and/ or
- Building on the ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- Making up journal entries for a project, and/or
- Submitting falsified or altered documents, and/or
- Referencing incorrect or non-existent sources, and/or
- Contriving false expectations to explain work not handed in by the due date.

Breach of assessment conditions

- All students undertaking an [HSC exam](#) or [HSC minimum standard test](#) must comply with the assessment conditions set by NESAs.
- When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of

- a) HSC exam rules and procedures, and
- b) HSC minimum standard test rules and procedures

In the case of suspected plagiarism, students will be required 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.

Schools are required to maintain a register of all instances where a student was found to have engaged in malpractice in a school-based assessment task, the subject concerned, the nature of the offence and the penalty applied. This data is reported to NESAs annually.

In the case of suspected for malpractice, students may:

- be asked to upload the task electronically, to determine the originality of a task. Any assessment task where this is required will be issued with full instructions when the task is given, and these instructions must be followed. Failure to do so may result in a zero mark for the task.
- Provide 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.
- Answer questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

<https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>

Student malpractice in assessment tasks and examinations will be referred to the school's Review Committee (consisting of the Deputy Principal, HT Teaching and Learning). This may result in the student's paper being awarded a zero. This Committee will inform the student of the outcome.

E. Disability Provisions

Disability provisions in the HSC are practical arrangements [designed to help students](#) who couldn't otherwise make a fair attempt to show what they know in an exam room.

NESA assesses applications from students with special assessment needs to provide eligible students with practical support in NESA assessments and examinations. Applications may be made by students for the RoSA, Preliminary HSC and Higher School Certificate according to procedures determined by NESA.

The coordinator of these applications is the Head Teacher Teaching and Learning. Parents are encouraged to contact the Head Teacher Teaching and Learning with any questions regarding the process as early as possible. 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 to support the application with statements from medical professionals. Students will be required to make a statement regarding how the provisions will support them.

The due date is always the last day of Term 1 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 examination year, with teacher comments and medical documentation also dated July.

Students must have approval from NESA to allow such provisions to be applied for school examinations and tasks. For more details, refer to the NESA website on Disability Provisions or contact the school. <https://curriculum.nsw.edu.au/ace-rules/ace6>

When an application is submitted, evidence must be included indicating the precise nature of the disability, a diagnosis 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 that 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.

F. Procedures for Illness/Misadventure

Illness/Misadventure assists students who are prevented from attending an exam or assessment task (including a practical exam) due to illness or unforeseen misadventure.

The illness/misadventure application process is designed for cases where, because of illness or misadventure, your performance in an examination is not a good measure of your achievement. In exceptional circumstances the Principal will consider reviewing results gained under adverse conditions. It does NOT cover:

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- Alleged deficiencies in teaching
- Loss of study time or facilities
- Misreading of the timetable
- Misreading of examination 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 you have been granted disability provisions, unless you experience further difficulties
- Courses that are undertaken as a self-tuition student
- Other commitments, such as participation in entertainment, family holiday, work or sporting events, or attendance at exams conducted by other education organisations.

Definitions of illness and misadventure:

- **Illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment task (e.g. influenza, an asthma attack);
- **Misadventure** – that is, any other event *beyond the student's control* which allegedly affected the student's performance in the assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)

Students are advised to complete all assessment tasks to the best of their ability and to **immediately** advise the school in advance if circumstances appear likely to prevent them from doing so. The student or parents/carers must contact the school and inform the school of the student's name and the task/s being missed. Students who are absent from a scheduled task, or who cannot submit a task on time due to illness /misadventure, have a responsibility to submit a medical certificate or other appropriate documentation **WITHIN TWO DAYS of their return to school**. Students who are unwell or experience misadventure are advised to seek **independent** medical advice immediately.

The student must collect a **Stage 6 'Illness and Misadventure' form** from the student office. This form must be fully completed and returned to the DEPUTY PRINCIPAL **WITHIN TWO DAYS of returning to school** for the process to progress. All documentation must accompany the appeal when it is lodged. A proforma is available at the back of this booklet, or see a Deputy Principal for a copy. The application should be handed or emailed to the Deputy Principal.

In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the assessment task may have been affected) should be provided with the date and time of the occurrence and subsequent events. The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.

In all cases Kellyville High School requires evidence that clearly identifies **disadvantage experienced during the time the student was attempting to complete the assessment task**. The school will not uphold an illness/misadventure application if it is not considered that the reason for the absence is serious.

When completing an Illness/Misadventure form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application. If you do not attend an exam and your Illness/Misadventure application is unsuccessful, you may receive a zero for that task.

Students will be expected to complete the task, on a date to be negotiated with the Deputy Principal. The student has the responsibility of reporting to the Deputy Principal on his/her arrival at school. Failure to do so on immediate arrival to school could be considered late work and a zero mark may be recorded. Students absent from assessment tasks and that have completed Illness/Misadventure applications should do the task in the next available time slot, otherwise a zero mark may be awarded. The task time will be set by the Deputy Principal.

If the Illness/Misadventure is approved, the options may include rescheduling of the task or an adjusted task. Only in exceptional circumstances, an estimated mark will be provided. The circumstances should be presented to the Deputy Principal on the appropriate form with supporting documentation and negotiated with the HEAD TEACHER.

If a **formal examination** is missed the student must follow the same procedure as outlined above and **not** wait until the end of the examination period, unless the illness extends that far. Where possible, examinations will be rescheduled within the examination period time frame. **It is the responsibility of the student to organise this with the Deputy Principal, who will inform the Head Teacher of the subject, and the Examinations Officer.**

Computer, internet connection issues, USBs, and printing problems, will not be accepted as valid excuses for late work.

If a student is absent and does not provide evidence of illness or misadventure a zero mark will be recorded. Students must still attempt the assessment task and appropriate feedback will be supplied.

If a student knows beforehand that they will be absent, they should contact the school and inform the Deputy Principal. Unjustified leave will not be accepted as a reason. <https://curriculum.nsw.edu.au/ace-rules/ace13/hsc-leave>

If a student attempts an assessment task, regardless of their health, the mark obtained by the student will stand. Students who have a pre-existing illness will not be given consideration if they sit the task.

If an estimate is to occur, the **Principal** will confer with the Head Teacher to use their professional discretion based on the student's previous performances and class work. When a mark is being reconsidered, please note the following from the NSW Education Standards Authority (NESA) website <https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs> "The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations."

If for any reason an assessment task produces invalid or unreliable results the school reserves the right to give an alternate task.

In the event of absence on the due date for submission of an assessment task, the task may be brought to the school by a third party (parent/carer) or emailed to the relevant teacher or Deputy Principal. Students must still notify the school of their absence and complete the Illness/Misadventure process. The task can be emailed to kellyville-h.school@det.nsw.edu.au Attention: Deputy Principal

Doctor's certificates that are back dated will not be accepted. Also, family members should not write Doctor Certificates for students due to conflict of interest.

Illness/ Misadventure Flow Chart

If you are studying a Stage 6 course and are absent due to illness or misadventure on the day an assessment task is scheduled or due, follow and complete this process within 2 school days of the due date of the assessment task. This process is mandatory for students undertaking Stage 6 courses.

1

Phone call: You or your parents/carers should notify the Deputy Principal on the day of the missed assessment task by making a phone call to the school on (02) 8824 5955. You can also leave a detailed voicemail message and/or send an email explaining your absence.

2

Download, print and complete the Illness/Misadventure Application on the same day as the missed task: Take this to the relevant professional authority to complete all relevant sections of the application on the same day of your missed assessment task.

3

Attach Evidence: You must attach evidence that covers the day of the assessment task and all other absences until the task is completed. Submitting incomplete forms will jeopardise the application's success.

4

Return to school with completed application: You must attend school on the first day not covered by independent evidence. Present the completed Illness/Misadventure Application, with supporting evidence, to the Deputy Principal within 2 school days of the due date of the assessment task or on the first day of your return to school before 8.30am (if not within 2 schooldays).

G. Appeals

For appeals against an internal assessment mark the student should see the classroom teacher immediately and then the Head Teacher. This must occur on the same day the task was returned to the student. The task must be retained by the Head Teacher. It should be noted that a teacher's professional judgement cannot be the basis of an appeal.

The process to follow is:

- discuss first with the teacher – request a review of the mark
- if not satisfied, discuss with the Head Teacher
- if still not satisfied complete a request for review of assessment and submit to the Deputy Principal
- the appeal will be considered by an assessment review panel consisting of the Faculty Head Teacher and Deputy Principal.
- a further appeal can be requested and will be reviewed by the Principal.

The grounds for appeal to NESAs are:

- The weightings used by the school in its Assessment Program do not conform to the NESAs requirements.
- The school has varied from its stated Assessment Program.
- Errors in calculation have been made.

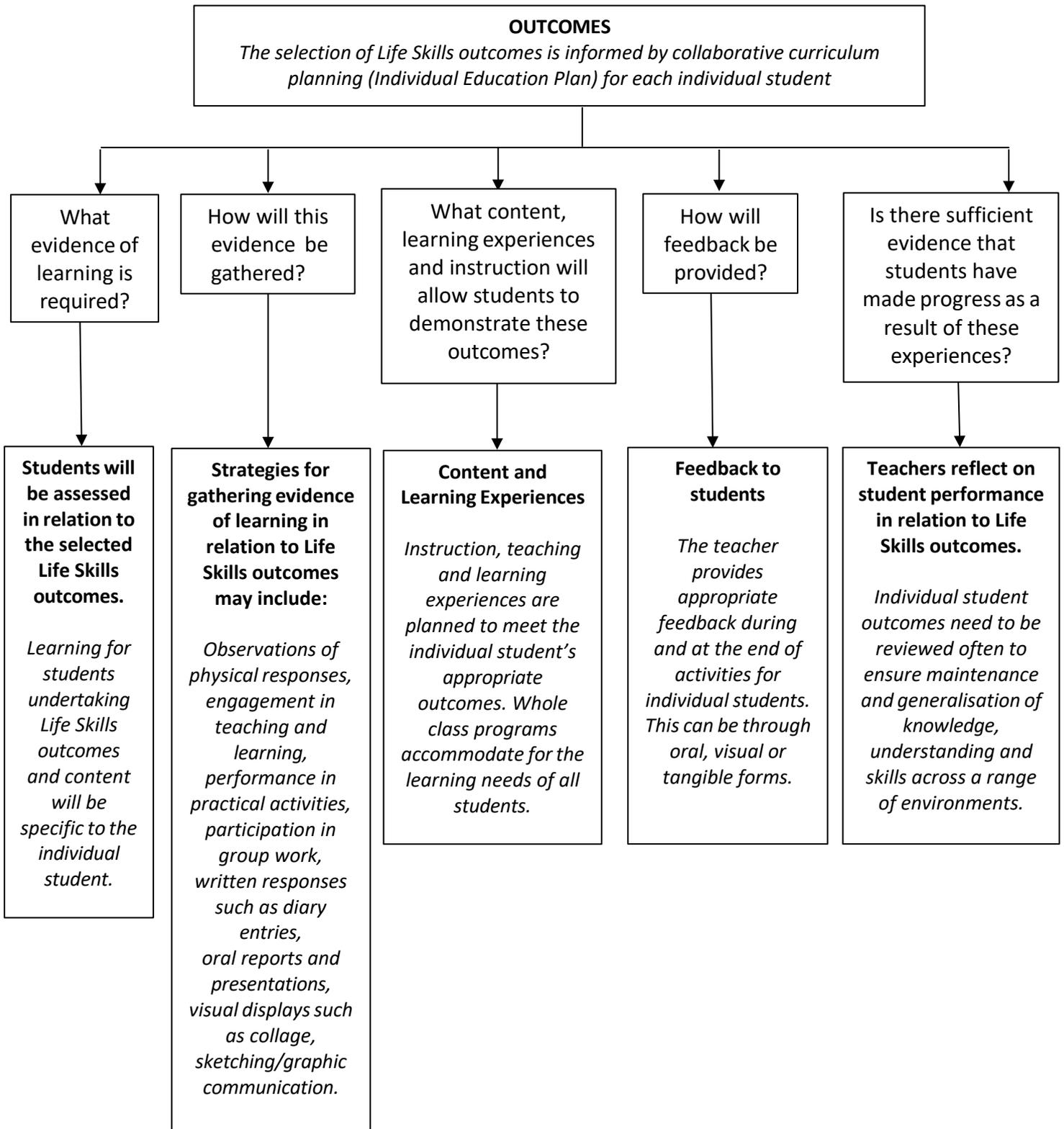
H. Reporting

A written school report is provided twice each year in semesters 1 and 2. Your final Assessment rank will be published on your Semester 2 report. If you feel that your rank in any course is not correct, you may apply to the school principal for a review. The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgement of the teachers in marking your work.

For each assessment task, students will be informed of their individual rank for that task on return of their assessment tasks.

I. Learning Support: Life Skills Assessment

Years 11–12 Life Skills courses provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.





Stage 6
Illness/Misadventure Application - Assessment or Examination.

Full Name: _____ Year and Roll Class: _____
 Date Form Submitted: _____

IMPORTANT

- Only list here the assessments and/ or examinations impacted.

Subject	Teacher	Assessment/ Examination	Original Date Due

STUDENT DECLARATION:

- I have carefully read the information on this form.
- I consider that my assessment or examination performance was affected by illness or misadventure which occurred immediately before or during the assessment/ examination(s) as set out above.
- I declare that all the information I have supplied is true.

Student signature Date
 Parent signature Date

If this form is lodged on behalf of a student, please print:

Name of person lodging appeal: _____
 Reason the student is not lodging the appeal: _____

Signature: _____ Date: _____

Please complete the information required over the page and return form to Deputy Principal



The person completing these sections must not be related to the student.

Students who are unwell or experience misadventure are advised to seek **independent** medical advice immediately.

Application due to illness

Independent evidence of illness: to be completed by medical practitioner OR Doctor's Certificate attached.

Diagnosis of medical condition: _____

Date of onset of illness: _____

Date(s) and time(s) of all consultations/ meetings relating to this illness: _____

Please describe how the student's condition/ symptoms could affect their examination performance/ or assessment. _____

Any other comments or information which may assist in the assessment of the student's appeal.

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor: _____

Profession: _____ Place of work/ organisation: _____

Address: _____

Contact phone number: _____ Signed: _____ Date: _____

Application due to misadventure (funeral, car accident, witness to an accident etc)

Independent evidence of misadventure: to be completed by a relevant person such as a police officer or counsellor

Date of misadventure event: _____

Were you a witness to the event? Yes/ No

If No, how did you obtain the evidence you are providing? _____

Are you known to the student? Yes/ No If Yes, nature of relationship: _____

Description of event: _____

Name: _____

Profession: _____ Place of work/ organisation: _____

Address: _____

Contact phone number: _____ Signed: _____ Date: _____

RETURN THIS FORM TO THE DEPUTY PRINCIPAL WITHIN 48 HRS



Stage 6
Illness/Misadventure Application - Assessment or Examination.

Full Name: _____

Year and Roll Class: _____

To be completed by the Deputy Principal

Doctor's Certificate received: Yes/ No

Date received: _____

Subject	Teacher	Assessment/ Examination	Approved/ Declined	Outcome	
				New Date	Other
			A / D		
			A / D		
			A / D		
			A / D		

Comment:

Deputy Principal's signature: _____

Date: _____

Office Use Only

Outcome forwarded to:

Head Teacher _____ Year Adviser _____

Class Teacher _____ Student _____

To be retained by the student



**Stage 6
Request for Review of Assessment**

Name: _____

Class: _____

Subject: _____

Teacher: _____

Task: _____

Due Date: _____

Reason for review:

Supporting evidence:

APPROVED / NOT APPROVED

Comment:

Deputy Principal: _____

Date: _____

Notifications:

Student/Parent

Staff/Executive/LST

File

Glossary of Key Words

Familiarise yourself with these verbs as they will be commonly used in assessment tasks at Kellyville High School and by NESA in the HSC.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

TERM 4 2024

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						

TERM 1 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						

TERM 2 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						

TERM 3 2025

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						