

# Erskine Park High School

Pride in Achievement



## STUDENT ASSESSMENT HANDBOOK

### Higher School Certificate

Assessment Guidelines & Procedures  
and

Course Assessment Schedules

**2023 -2024**

This Student Handbook is issued to Year 12 students along with the NSW Education Standards Authority (NESAs) '**2024 Higher School Certificate | Rules and Procedures**' booklet.

# Erskine Park High School

## Pride in Achievement

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## Acronyms used in this resource

AQF	Australian Qualifications Framework
ATAR	Australian Tertiary Admission Rank
EPHS	Erskine Park High School
NESA	NSW Education Standards Authority
HSC	Higher School Certificate
ROSA	Record of School Achievement
TAFE	Technical and Further Education
VET	Vocational Education and Training
UAC	University Admission centre

## Links to resources used in informing this handbook

[NESA Assessment in practice](#)

[NESA Assessment Certification Examination \(ACE\)](#)



[NESA Higher School Certificate Rules and Procedures booklet](#)

Note: this booklet is issued to all Year 12 students along with this Assessment Handbook.

## Making the most of the information provided



The school has a mentoring program for Year 12 students.

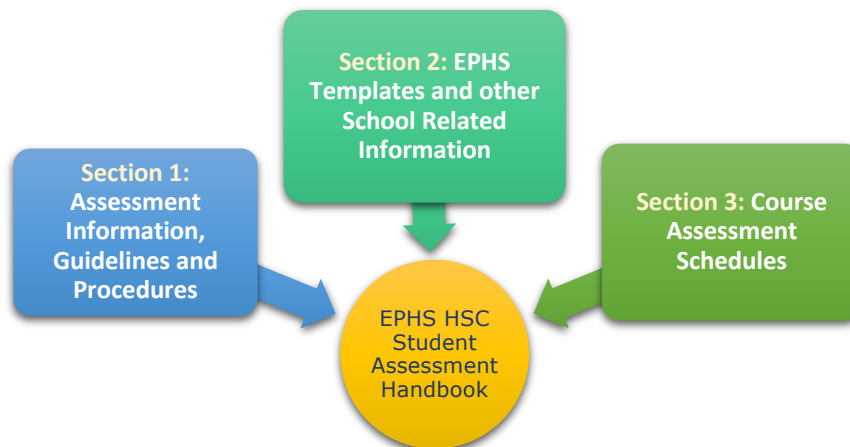
Take this Handbook to your mentoring sessions. It can help inform your discussions with your mentor teacher and be used to help create your study plan as well as set short-term and long-term goals.

Who is your Mentor Teacher?



# Preface

This Student Handbook is divided into 3 Sections as outlined below:



The **purpose of [Section 1, Assessment Information, Guidelines and Procedures](#)** is to provide you with advice that will build on your understanding of assessment and the rules and procedures related to assessment for the HSC. This advice includes details of:

- assessment, in general and its purpose
- the school assessment program
- administrative arrangements associated with assessment tasks (e.g., distribution of tasks, how the school will deal with absence, late submission of tasks, illness/misadventure etc)
- the school's policy on malpractice in assessment tasks
- the procedures to be implemented if tasks produce invalid or unreliable results
- the procedures for dealing with student appeals arising from assessment tasks.

This advice will help you to understand the 'what, why, how and where' of assessment for the HSC and the procedures that you and the school need to follow in relation to the school assessment program, for the HSC.

The **purpose of [Section 2, EPHS Templates and other School Related Information](#)** is to provide you with a copy of the EPHS Templates used for formal assessment tasks and the templates needed should you need to claim illness or misadventure or discontinue a course. It also includes other information and resources you can use across key learning areas such as NESA Key Verbs and the CRAAP test which can be used to assess the validity and reliability of secondary sources used to inform your work.

This advice will allow you to:

- know what to expect to see and sign off on when formal assessment tasks are distributed in class.
- see the form/s which must be submitted in the event of illness or misadventure or application of extension.
- see the form which must be submitted if you discontinue a course.
- build your understanding of tools which can support your learning across different key learning areas.

The **purpose of [Section 3, Course Assessment Schedules](#)** is to provide you with written advice about the requirements for assessment for each course offered at our school. This advice includes information about:

- the number and nature of tasks.
- the allocation of weightings to each task in relation to the total weighting and the breakdown of this weighting linked to course syllabus requirements.
- a timeframe when assessment tasks are planned to take place.
- a list of syllabus outcomes for each course

This section also contains a calendar for you to map the assessment tasks for the courses you study.

This advice will help you:

- identify the number, nature, timing of the assessment tasks for each of your courses.
- plan your time and other activities to develop **a realistic and relevant study program** to maximise your achievement in each task and overall, in each course.



**Section 1:**



# Assessment Information, Guidelines and Procedures



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## Section 1: Assessment Information Guidelines and Procedures

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<b>Rate yourself on how successful you have been in submitting tasks on or the due date in the past.</b>	1 I have never submitted a task on time	2	3	4	5 I have submitted every task on time
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# NESA Requirements of students for the HSC

## Eligibility for HSC

To be eligible for the award of the HSC, students must

- have gained the RoSA or such other qualifications as the NESA considers satisfactory
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a college of TAFE
- have completed HSC: All My Own Work (or its equivalent)
- sit for the online tests in reading, writing and numeracy and meet the 'minimum standard' in each
- sit for and make a serious attempt at the necessary HSC examinations
- have satisfactorily completed courses that comprise the pattern of study required by NESA (see below).

## Patterns of Study – Number of Units Studied

To qualify for the HSC, students must satisfactorily complete a **preliminary** pattern of study comprising **at least 12 units** and an **HSC** pattern of study comprising **at least 10 units**.

Both patterns must include:

- At least 6 units from Board Developed courses
- At least 2 units of a course in English
- At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses)
- At least four subjects.

Note: a student may count a maximum of 6 Preliminary units and 7 HSC units from courses in science.

## Course Completion Criteria

To be determined to have met the requirements for the satisfactory completion of HSC courses, students must provide sufficient evidence that they have:

NESA Language	What this means for you as a student of EPHS
<ul style="list-style-type: none"> <li>▪ Followed the course developed or endorsed by NESA.</li> </ul> <p>AND</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow the NESA syllabus for each course undertaken.</li> <li><input type="checkbox"/> A <b>Scope and Sequence</b> for each course undertaken will be provided by the teacher. A Scope and Sequence identifies the order in which units/modules/outcomes of the syllabus will be followed. It also identifies the timeline of implementation. This document will include a link to the relevant syllabus or alternatively syllabus documents can be accessed through the NESA website by using the course name and NSW syllabus in the search terms.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.</li> </ul> <p>AND</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attending all timetabled lessons unless there is a valid, explained reason.</li> <li><input type="checkbox"/> Actively participating in all learning activities/experiences implemented by the teacher/school.</li> <li><input type="checkbox"/> Genuinely trying your best with all learning activities and assessment tasks.</li> <li><input type="checkbox"/> Submitting all required activities and assessment tasks on or before the due date.</li> <li><input type="checkbox"/> Actively seeking and acting upon feedback from a variety of sources including teachers, mentors, and peers.</li> <li><input type="checkbox"/> Completing HSC assessment tasks that contribute in excess of 50% of available marks in courses where school-based assessment marks are submitted.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Achieved some or all of the course outcomes.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Providing evidence through involvement in class activities, the submission of class tasks and assessment tasks that you have learnt concepts and skills taught in each course at the level of which you are capable.</li> </ul>

As well as the points mentioned in the table above, it is also a requirement that students:

- make a serious attempt at the HSC examination for each NESA developed course.
- undertaking VET Industry Curriculum Framework courses, complete the mandatory work placement hours that form part of these courses.

### **Course Completion Criteria for Life Skills Courses**

Life Skills courses have been developed for the small percentage of students with special education needs for whom the regular outcomes and content of courses is not appropriate. Students are entered in Life Skills in collaboration with the student, parents/carers and other significant individuals in the student's life. This may be some or all courses of a student's pattern of study.

Life Skills Courses have outcomes in specific NESA syllabi and allow students to access the curriculum where this may not have been possible without this choice. It is not necessary for students to address or achieve all the Life Skills Outcomes to satisfactorily complete the course. However, Life Skills students must still **complete and submit all modified work to satisfy Course Completion Criteria**. 'N' determinations can still be made for a Life Skills student who does not meet minimum expectations of effort and work. Students do not need to complete all the associated content to demonstrate achievement of a Life Skills outcome.

The course completion criteria for the Stage 6 Life Skills courses are **the same** as those for all Board Developed and Board Endorsed Courses. These are described in the table above.

# Information about Assessment

## Purpose of Stage 6 assessment

Assessment is the process of identifying, gathering and interpreting information about student achievement. In Stage 6, assessment can be used for several purposes, including to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement of each student at the end of a course.

## Formal assessment

Formal school-based assessment occurs for each HSC course. Formal school-based assessment provides opportunities to **gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations**. Formal assessment tasks are those which students undertake as part of the **school-based assessment program**, reflecting specific course requirements, components, and weightings. Information related to these aspects of the school-based assessment program can be found in [Section 3](#) of this booklet.

The maximum number of tasks in any 2-unit course is four\* and may include a Trial HSC/ end of course examination. The maximum number of tasks in any 1-unit Extension course, is typically three. In the case of Extension courses, students who fail to meet the assessment requirements for the co-requisite 2-unit course will not receive a result in either course.

This Handbook contains information relating to the rules and procedures relating to formal assessment tasks.

\* In recognition of continuing disruption to schools, NESAs has made changes to assessment for the HSC in 2024. As a result, some courses may have more than 4 assessment tasks in 2024.

[NESAs Information related to Changes to HSC Rules and Requirements for 2024](#)

## Timing of Formal Assessment Tasks

Formal assessment tasks are spread out throughout the 4 terms of the HSC (Term 3, 2023 until Term 3, 2024). The Term and week in which tasks are conducted are communicated in the Assessment Schedules in [Section 3](#) of this Handbook. The exact due date of a task is communicated via the Assessment Notifications, that are issued for individual tasks. The Assessment Notification Template used at EPHS can be found in [Section 2](#) of this Handbook.

## Nature of Formal Assessment Tasks (Types of Tasks)

The nature of formal assessment tasks can vary for each course.

Some examples of task types used for formal assessment in Stage 6 include, but are not limited to:

- Presentations – digital, oral, multimodal
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, logbooks, process diaries
- Class and/or cohort tests
- Compositions
- Some courses have major works

The nature of assessment tasks is communicated in the Assessment Schedules and on Assessment Notifications.

A formal assessment task may contain more than one part. The task notification will detail the requirements for each part, including that all parts are to be submitted and/or completed together.

A task that has parts, with multiple due dates spanning weeks or months, is not a single formal assessment task. Such tasks are separate individual formal assessment tasks, each with their own weighting. Each task is to be represented separately in an assessment schedule and each will contribute to the maximum number of tasks allowed for the course.



Information to related to specific assessment task types:

- Formal written examinations
- Group work tasks
- Tasks completed at school.
- Assessment of separate classes in the same course
- VET Work Placement

### **Formal written examinations**

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

### **Group work tasks**

Where group work is a course requirement, teachers will ensure that:

- the task is designed to assess the contribution of individual group members
- outcomes selected complement the task type and end product
- procedures for how the task will be completed are provided. For example, establishing expectations including considering a range of views
- the required support documentation or evidence, such as a logbook, process diary, journal or reflection is outlined in the task notification.

### **Tasks Completed at School**

Students have a responsibility to be present in class for all assessment tasks. If a student is aware of circumstances that may prevent their attendance in class for a task, they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task. They must use the **Application for Extension Process**. They must ensure that arrangements have been made for them to complete the task or a substitute task. It is important that students attend all day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is malpractice. It is a form of cheating and students who do may be penalised.

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If there are multiple classes in the same course, either all classes will complete the task or all classes will have it rescheduled. If it needs to be rescheduled, all students will be appropriately informed (i.e., sign that they are aware of the new date and time), and a fair and reasonable new date will be decided upon by the Head Teacher.

### **Assessment of Separate Classes in The Same Course**

Where two or more classes exist in a course, they may be timetabled at different times. This requires management so as to safeguard the integrity of an assessment task which may allow one group inadvertent advantage. The Head Teacher of the faculty is responsible for the organisation of such tasks.

### **VET – Work Placement and HSC Assessment Tasks**

Two work placement weeks, each of 35 hours duration, are a compulsory component of each VET course. In order to be satisfactory in a VET course both work placements must be completed. Students must complete one 35-hour work placement during the Preliminary HSC VET course (in Year 11, Terms 1, 2 or 3) and one in the HSC VET course (in Year 12, Terms 1, 2 or 3). The work placement periods are set by an external organisation and must be adhered to by all students. Failure to complete the required hours of work placement will lead to an 'N' Determination and the process outlined in this booklet will be followed. In the case of illness / misadventure, work placement may only be completed by negotiation outside of the specified time periods.

# Assessment & Reporting of Achievement in HSC Courses

## Results of Assessment Tasks (Board Developed Courses, Category A)

The marks that reflect student performance in assessments tasks, of Board Developed Courses, are used to calculate the **school-based assessment mark** for each course. This school-based assessment mark makes up 50% of the HSC mark. These marks are then forwarded to NESA at the end of Term 3 of the HSC year.

School-based assessment marks are moderated by NESA to calculate the marks that appear on each student's Record of School Achievement along with the exam result and the final HSC result. The moderation process by NESA is designed to ensure that marks submitted by different schools can be compared. In the moderation process, the assessment marks for a course submitted by each school are adjusted by a statistical process that takes into account the performance of the school group on the examination. More information about the moderation process can be accessed on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

## Results of Assessment Tasks (Board Developed Courses, Category B)

If students study English Studies and/or Mathematics Standard 1, the final result will be communicated to NESA as an A to E grade.

If students choose to do the optional HSC exam for these courses, their final result will be an exam mark and an HSC Performance band. Their final HSC mark will be the same as their exam mark.

## Results for Board Developed VET Courses

VET courses are competency based. In a competency-based course, assessment of competencies is based on a student's ability to demonstrate competence according to indicators/ skills. Thus, a student's performance is judged against a prescribed standard.

All courses within the VET Frameworks **have a mandatory work placement requirement**. Assessment for courses in the frameworks must meet training package requirements. The 240-hour VET courses have a Higher School Certificate external assessment consisting of an **optional written examination**. The written examination is independent of the competency-based assessment undertaken during the course. The marks achieved by students in the examination are shown on the Record of School Achievement and are used as the sole basis for determining the contribution of the courses to the student's ATAR.

## Life Skills

Students who are engaged in a Life Skills pattern of study will have their achievement measured against the Life Skills outcomes for the specific course through class and assessment work. All tasks will be planned and implemented such that students are able to demonstrate their development against these outcomes.

Assessment and reporting practices such as notification, feedback and reporting to parents will remain the same, however, outcomes will be measured in accordance with NESA guidelines, that is, outcome/s achieved independently, achieved with support or not yet achieved.

While formal assessment tasks are not a requirement for Life Skills students, they may be implemented as an additional measure of achievement.

## School Reporting of Achievement

Students and their parents/carers will receive a report for each course via formal reports **twice a year**. It will report on progress measured against identified syllabus outcomes and provide an overall rank at the time of reporting. The report will clearly convey what students know and can do, and how that compares with the standard expected as stated in the syllabus and course performance descriptors. It will also suggest areas for development.

If students do not complete assessment tasks or do not engage in the learning process this will be reflected in the standard at which outcomes are achieved and they may be graded as an unsatisfactory student.

# Stage 6 Assessment Program Guidelines and Procedures

The following information contains information about the **EPHS Assessment Program**.

## Scheduling of Assessment Tasks

- No more than 4\* tasks will be scheduled at appropriate times throughout each course, starting in Year 11 Term 4 when Year 12 HSC courses begin.
- Where there is a change made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date. Students will be provided with a modified Assessment Schedule. They will sign and date a new Register to acknowledge receipt of the modified Assessment Schedule.
- In setting up the assessment schedule, the school will work towards an even distribution of assessment tasks for students.
- In general, assessment tasks will not be scheduled in the week prior to an examination period or during an examination period.

\* In recognition of continuing disruption to schools, NESAs has made changes to assessment for the HSC in 2024. As a result, some courses may have more than 4 assessment tasks in 2024.

[NESAs Information related to Changes to HSC Rules and Requirements for 2024](#)

## Notification and Receipt of Assessment Tasks

- The **Assessment Task Notification** will be issued IN WRITING in hardcopy AND via Google classroom or other platform used by the class, using the Erskine Park High School assessment task notification template. ([See Section 2](#))
- Assessment task notifications will inform students of the precise timing of assessment tasks, at least 2 weeks prior to the due date.
- Assessment task notifications also contain information relating to:
  - the assessment task number
  - the type of task
  - weighting
  - course component/s to be assessed in the task
  - course outcomes
  - task description and presentation requirements
  - the criteria to be applied to the marking of the task
  - date notification was issued to students
  - due date
  - presentation of task, including details about maximum length (or dimensions, or time depending on the task) if required
- Where formal examinations are part of the assessment program students will be notified at least 2 weeks prior via the examination timetable and an assessment task notification.
- Student attendance slips are completed before each formal examination and collected by supervising staff and stored in the front office strongroom. They are collected by the class teacher and used for checking processes.
- Failure to read an examination timetable is not grounds for appeal.
- Students will sign and date an **Assessment Task Register** to indicate they received the assessment notification. This register is maintained by the teacher as part of the HSC Monitoring process. This Assessment Task Registration Template is included in [Section 2](#).

*Information for Notification and Receipt of Assessment Tasks continues over the page*

- Just as it is the students' responsibility to go to the teacher to find out what work has been missed when they are absent from class, it is also the responsibility of the student to speak to the teacher or Head Teacher to obtain a written copy of an assessment task if they were absent from class when an assessment task notification was issued in hard copy to students.
- If a student is absent from class when notification of an assessment task is issued, extra time will not be given to complete the task unless the student formally applies for an extension of time or appeals based on illness or misadventure.
- In the case of TAFE delivered VET courses students will be notified by the TAFE teacher in accordance with the procedures of the institute.

### **Completion, Submission and Return of Assessment Tasks**

- Students are expected to complete all assessment tasks by the due date communicated on assessment task notifications.
- Students must attend all timetabled classes on the day an assessment task is due to be submitted or conducted.
- NESA recognises that some task types may require students to research or develop work over a longer period. For these tasks, teachers may use checkpoints to provide informal feedback and to affirm that the work is entirely that of the student.
- To **register receipt of an assessment task**, students will sign and date the **Assessment Task Register** for that task. This will be generated and provided by the teacher.
- To **submit an assessment task**, students should follow all submission requirements as communicated in the relevant section of the assessment task notification.
- When submitting a piece of work, students should complete, sign and date the **EPHS Assessment Submission Form**. This form requires students to reflect on the task for themselves and as a means of providing feedback about the task to the teacher. Students sign this form to declare they have followed the principles of 'All my own work'. This form will either be provided as a hard copy on the due date or be provided via Google Classroom or another platform.
- If a piece of **work is incomplete** at the time of submission, and an extension of time has not been previously applied for, students are strongly advised to submit the task as is. A mark will be awarded based on what has been completed.
- If a student does not submit the task but has previously submitted a draft, the draft will be awarded a mark.
- When an **assessment task is returned to the student**, they will be required to sign and date the Assessment Task Register to indicate the task has been marked and returned.
- Assessment tasks will be marked, processed and returned to students in a timely manner and within 2 weeks of the submission date except under extenuating circumstances.
- Students may be told marks and rankings for **individual** assessment tasks as they are marked.
- Students who are absent for an assessment task or believe they had special circumstances which affected their performance on a task may submit an illness/misadventure appeal application.
- The student's actual performance, not potential performance will be assessed in each task according to the published marking guidelines. Marks cannot be modified to take into account possible effects of illness or domestic situations, unless the misadventure process has been followed.

### **Failure to Submit an Assessment Task**

Failure to complete an assessment task by the due date and time without providing a valid reason will result in the following:

- the student will receive a zero for the task.
- an 'N'-Determination warning letter, addressed to the parents, will be issued outlining what needs to be completed and indicating a new due date (at least two weeks from the date of issue of the letter).

When a genuine attempt of the assessment task has been submitted by the new due date, the 'N'-Determination warning will be marked as resolved.

Even though a student will receive a zero it is their responsibility to submit a genuine attempt at the task to be deemed to have satisfactorily achieved the course outcomes.

### **Student Assessment Task Feedback**

All students are entitled to meaningful, timely written feedback in relation to the marking criteria, performance standards and course outcomes to assist them in their learning in that course.

Feedback will:

- be timely, specific and related to the learning and assessment intention
- be constructive and provide meaningful information to students about their learning
- be focused on the outcomes of the task and correct misunderstandings
- identify and reinforce students' strengths
- provide information about how students can improve
- facilitate the development of and provide opportunities for self-assessment and reflection
- inform future teaching and learning opportunities.

Students are also entitled to know their own (not others') cumulative rank at the end of each assessment task. This allows students to be aware of their current progress. Cumulative ranks are based on progress in relation to the published syllabus course assessment components. Students will also be notified of their cumulative/ final ranking in each course on reports issued by the school. **Final assessment marks will not be disclosed to students as per NESA policy.** Final ranks can be disclosed and appear in the final HSC reports.

### **Invalid or unreliable tasks**

In rare circumstances, a task may be found to be invalid or unreliable. Situations where this may occur include if the task does not align with syllabus requirements, the difficulty level is not appropriate, it fails to discriminate, skills or content have not been taught prior to the tasks or the occurrence of an extraordinary situation results in some unforeseen disadvantage.

Students will be informed in writing if a task is determined to be invalid or unreliable. In these instances, they task may be:

- redesigned and repeated – in this instance a minimum of two weeks notice would be given for the added task.
- reweighted and supplemented with an additional task – if an additional task is given, both tasks will included in the final assessment mark with the weighting of the first task reduced. The value of the task weighting, however, will not change.
- discounted in the assessment program
- compensated by other means

## Appeals Process

Schools and students may appeal against decisions concerning aspects of the award of the Higher School Certificate on a number of basis. These are summarised as follows:

- a) student appeals against the final mark awarded, but only during the lesson in which the task is returned to the student
- b) student appeals against 'N' determinations for non-completion of particular courses
- c) student appeals against assessment rankings in HSC courses
- d) student appeals against the withholding of Higher School Certificate credentials by NESAC

In addition, students should be enabled to discuss with their teacher, or the Head Teacher issues in relation to the marking process or the awarded mark. While these may not be appealed against (except at the time of receipt of the marked task - see (a) above), they can be clarified.

## Applying for an Extension of Time to submit an Assessment Task

Students can apply for an Extension of Time to submit an assessment task, **prior to the due date** of the task.

Acceptable reasons for an extension of time to be granted include:

- one of the possible outcomes for an upheld appeal from an illness / misadventure application.
- in the case of alternate arrangements for a student involved in a school event (work placement, work experience, sport or leadership representative activity) taking place at the same time as a scheduled assessment task.

In applying for an extension of time it is the student's responsibility to:

- contact the Head Teacher prior to the submission date
- collect and complete the EPHS Extension of Time for an Assessment Task Application and attached appropriate documentation to support the application ([see Section 2](#))
- submit the application and supporting documentation to the relevant Head Teacher and Deputy Principal

The Head Teacher will make a recommendation as to whether:

- an extension of time can be granted
- an alternative task can be completed
- the task can be repeated without disadvantaging other students
- an estimate can be given

The Head Teacher recommendation will be indicated on the application which will then be given to the relevant Deputy Principal who will make either approve or decline the application. This information will also be recorded on the application.

The decision will be communicated to the student and a copy of the completed application provided to them. A copy of the application will also be provided for the class teacher who will keep it for HSC monitoring purposes and the document will be scanned and saved in the student file.

Where an extension has been approved for the submission/completion of a task, the student will not be disadvantaged in the marks allocated. In cases of dispute the Head Teacher will confer with the Principal.

## VET Courses - Work Placement and Other School Sanctioned Commitments Clashes with Assessment Tasks

In the event of an assessment task clashing with work placement or any other approved school activity (compulsory course excursions, TAFE transit, SRC commitments, school suspensions, representative sports, etc), it is the student's responsibility to notify teachers of this commitment well in advance. Students may apply for an extension before the event occurs or submit the task earlier prior to the engagement. If an extension is approved, the assessment task must be submitted or sat for on the day of return to school (regardless of whether a scheduled lesson exists).

In exceptional circumstances, a group extension brought about by an extended absence of a teacher may be applied for by the Head Teacher on behalf of a class. An extension of this nature will be determined by the Principal. A signed receipt of a new notification of assessment is required from all students. Two weeks notification of the new date is not needed.

## **VET Work Placement and HSC Assessment Tasks**

It is the VET student's responsibility to satisfy any assessment task requirements scheduled during the allocated weeks for work placement. Should a student experience difficulty with any aspect of meeting the assessment requirements for other courses, this should be discussed with the VET teacher or the VET School Coordinator at least 3 days prior to the start of work placement. Failure to make alternative arrangements may result in the school procedures for non-completion of an assessment being initiated.

VET students should be aware of the following points:

- An assessment task that is unseen prior to the set date and is required to be completed in class must be completed at the set time. Arrangements must be made with the employer at least one week, where possible, prior to the work placement week so that attendance to complete the task by the student is assured. Should an employer be unable to accommodate a change in work placement times, then the school and Head Teacher may make other arrangements for the assessment task to be completed.
- Where an assessment task is to be completed in class and the question for the task has been issued beforehand, the student may negotiate with the teacher to complete the task before the work placement week. If it is not possible to complete the assessment task prior to the work placement, then the Head Teacher may consent for the task to be completed after work placement. If arrangements are not negotiated by the student beforehand, then the assessment task must be completed on the set date.
- Where an assessment task has been assigned for completion in either class time or in the student's own time and is to be handed in on a set date, then the student may submit the task before the work placement week or make arrangements for the assessment task to be handed in by the set date.
- If a student is completing work placement locally and wishes to complete the assessment task in class on the set date, they may negotiate with the employer to be released for the period of time required to complete the assessment task. The student must ensure that the hours missed at work placement are made up.
- Where a student does not attend an assessment task during the week of work placement without prior negotiation with the relevant Head Teacher, the school procedures for non-completion of an assessment will be followed.
- If a student is unable to attend an assessment task during the week of work placement due to illness / misadventure, the procedures relating to this will be followed.

## **Illness and Misadventure**

Students who are unwell or who experience an accident or disruption while they are completing a formal assessment task or when they are sitting for a test or examination that is part of the assessment process may be eligible to ask for special consideration through the school's illness /misadventure procedures.

Applications for illness or misadventure must relate to being sick or experiencing something beyond the student's control immediately before or during the assessment(s) that directly affected the student's assessment performance.

What does 'illness / misadventure' specifically relate to?

a) **illness or injury** – that is, illness or physical injury suffered by the student which directly impacted the student's performance in an examination or during the time the student was working on a formal assessment task. Some examples might be mental health, influenza, an asthma attack, a badly injured writing hand. Medical certification of the impact of the illness on the student's ability to undertake the examination must be provided.

b) **misadventure** – that is, an event beyond the student's control which allegedly affected the student's performance in the examination or during the time the student was working on a formal assessment task. Some examples might be: death of a friend or family member, involvement in a traffic accident, a house fire.

## **What are unacceptable grounds for an illness or misadventure appeal?**

The following are not considered to be illness / misadventure events:

- attendance at VET work placement, a sporting or cultural event, or family holiday
- misreading the due date of an assessment or an examination timetable
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
- disabilities for which the school and NESAs have already granted disability provisions, unless an unforeseen episode occurs during the examination (such as a hypoglycaemic event suffered by a diabetic student) or further difficulties occur
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s)
- matters avoidable by the student such as misinterpretation of examination questions or instructions etc.

## **Use of Electronic Equipment**

When using electronic equipment to complete and submit tasks, students must ensure that the work is saved regularly, and that backups are kept including a hard copy. This should be done well in advance of the due date. No allowance will be made for failure of equipment, including hardware, software or printer where there is no evidence of the preparation of the lost material. It is recommended that work is backed-up in at least two separate systems. Software used to complete task must be available at school.



If you cannot attend school on the day of an assessment task to submit it or perform the task in person because of a valid reason (illness or misadventure) you should follow the steps outlined below as soon as you are aware/able to.

The steps below outline the process for applying for an Extension of time OR illness/Misadventure. This information is also contained on the Application Form. This template is available in [Section 2](#).

<p>1. <b>Collect</b> an <b>Application for Extension   Illness/Misadventure Appeal Form</b> from the front office:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> as soon as you are aware you will require an extension of time for the assessment task due to illness or misadventure, prior to the due date.</li><li><input type="checkbox"/> as soon as you are aware that illness or misadventure may affect your level of achievement on a particular task, including examinations on or after the due date.</li><li><input type="checkbox"/> If absent on the due date of a task, on the morning of your return to school. You have one week from the due date to lodge an appeal.</li></ul>
<p>2. <b>Complete sections 1 and 2</b> of the <b>Application for Extension   Illness/Misadventure Appeal Form, identifying if you are applying for an extension of time or illness/Misadventure</b>. Outline your reasons and add all documentation or evidence from a health professional or other relevant person e.g., counsellor or police officer. (In case of illness, health professionals should describe your symptoms and describe how these symptoms could prevent your attendance at school to complete/submit an assessment task). <b>A student and parent/carer signature must be on the form before it is processed.</b></p>
<p>3. <b>Discuss the information on form with the Faculty Head Teacher</b> – they will make a recommendation and sign the form. <b>A Head Teacher signature must be on the form before it is processed.</b></p>
<p>4. <b>Give the completed Application for Extension   Illness/Misadventure Appeal Form to the relevant Deputy Principal</b>. The Deputy Principal will communicate with the student, Head Teacher and classroom teacher of the outcome as indicated on the form. In the case of an unsuccessful appeal, the classroom teacher will notify your parents in writing (through an official letter) of the zero mark.</p>

It is important to understand that documentation needs to be attached to your application to support your claims. If claiming illness, documentation should include wherever possible a medical certificate. Notes from the assessment supervisor can also be included as evidence.

A student who misses an examination without approval for their illness / misadventure claim will receive zero.

Students in Year 12 who fail to attempt at least 50 % of required formal assessment will receive a non-completion determination in that subject and may not receive the Higher School Certificate.

In the case of the HSC external examinations, students need to speak to the Deputy Principal and then the Presiding Officer as these examinations have particular documents that must be completed.

**The link provides information regarding HSC illness and misadventure applications:**  
<https://ace.nesa.nsw.edu.au/ace-11002>

## Special Provisions

Special Provisions also known as 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 under exam conditions. Disability or special provisions assist students to read examination questions and write their answers. These provisions, for the HSC, need to be applied for, and are granted solely on the basis of how a student's exam performance is affected.

Students may need provisions for:

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

It is not embarrassing to apply for provisions – they help students to show the markers what they know and can do.

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

At school, we make adjustments for students with a disability in course work, school-based assessment tasks and in-school tests or examinations. The type of adjustment and support will vary according to the particular needs of the students and the requirements of the activity.

Adjustments may be:

- changes to the assessment process such as additional time, rest breaks, the use of a reader and or/scribe or specific technology.
- changes to the assessment activity such as rephrasing questions, using simplified language or alternative formats for questions.
- alternative formats for responses such as writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Students need to understand that school-determined provisions or adjustments may not necessarily apply in the HSC examinations as what is assessed in school-based assessments may be different to HSC examinations.

Applications for known conditions by the end of Term 1 in the year of your first HSC exam. If you know you will need disability provisions, ensure you speak to the Head Teacher of the Stage as early as possible so they can submit your application on time.

When your application has been processed, NESAs will send a decision letter to the principal. You will then be provided you with your decision letter. Read your decision letter carefully and speak to the Head Teacher of the Stage if you are unsure about the decision or how to use any of your approved provisions.

## Academic Integrity

### Cheating, Plagiarism and Malpractice

Behaving dishonestly to gain an unfair advantage in assessments or exams is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable. Allegations of malpractice very seriously. Identified malpractice may result in a penalty such as reduction in marks, cancellation of your results in the course or cancellation of your HSC. Serious and deliberate malpractice is corrupt conduct, which can be report to the Independent Commission Against Corruption.

Malpractice includes:

- copying part or all of someone else’s work and presenting it as your own
- using material directly from books, journals, electronic media or the internet without acknowledging its source
- building on someone else’s ideas without stating their source
- buying, stealing or borrowing someone else’s work and presenting it as your own
- submitting work that someone else, eg a parent, tutor or subject expert, substantially contributed to
- using someone else’s words, ideas, designs or work in projects and performance tasks without mentioning the source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in a school-based assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- providing fraudulent evidence in applications for disability provisions or illness/misadventure
- being responsible for actions done or omitted to be done that confer an unfair advantage relating to the outcome of any HSC exam – irrespective of whether such actions occur before, during or after such an exam or assessment
  - using ChatGPT or other artificial intelligence (AI) software.

(Source: <https://educationstandards.nsw.edu.au/wps/wcm/connect/7f63462b-d33f-4c63-9e1e-c971fab0d36b/2024-rules-and-procedures-guide.pdf?MOD=AJPERES&CVID=> )

Students have a responsibility to maintain the security of any assessment tasks completed outside class. They must not permit other students to have access to these tasks. Permitting work to be copied is considered malpractice.

Students also have a responsibility to make sure that they understand the difference between what is honest and what is dishonest in relation to all their work.

The use of any AI software is ‘copying’ the work of others. It searches international databases and looks for a match to answer a particular question. The use of ChatGPT or other AI software in assessment tasks will be considered malpractice and will result in the loss of marks and potentially grades as well.

If a student is suspected of malpractice, they will need to show that all unacknowledged work is entirely their own. They might need to:

- prove and explain their work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how their ideas developed.
- answer questions about the assessment task, exam or submitted work being investigated to show their knowledge, understanding and skills.

**HSC: All my own work** is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

In undertaking HSC: All my own work students learn the importance of correctly acknowledging sources used in constructing their assessment task submissions.

### **Conduct During Assessment Tasks (Including Examination Periods)**

Students must always follow the instructions of their teachers during the conduct of an assessment task. When sitting an examination, students must not have with them any notes (on paper, in their equipment/belongings or on their person) unless there are specific instructions that permit it on the Assessment Task Notification. Notes and examination papers must not be taken from an assessment task room without the approval of the teacher in charge. Students must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task, if this does occur the student may be penalised at the discretion of the Deputy Principal.

### **Bringing the right exam equipment**

You can bring the following items into your exams:

- black pens (no pens with ink that can be erased)
- pencils (must be at least 2B), erasers and a sharpener
- a ruler marked in millimetres and centimetres
- highlighter pens
- a clear bottle of water with no label
- a watch (not a programmable or smart watch), which you must take off, place on your desk in clear view and not touch during the exam.

You need to bring certain equipment (eg a calculator) for some exams. Check the list of equipment for specific exams on Students Online or on the NESA website <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

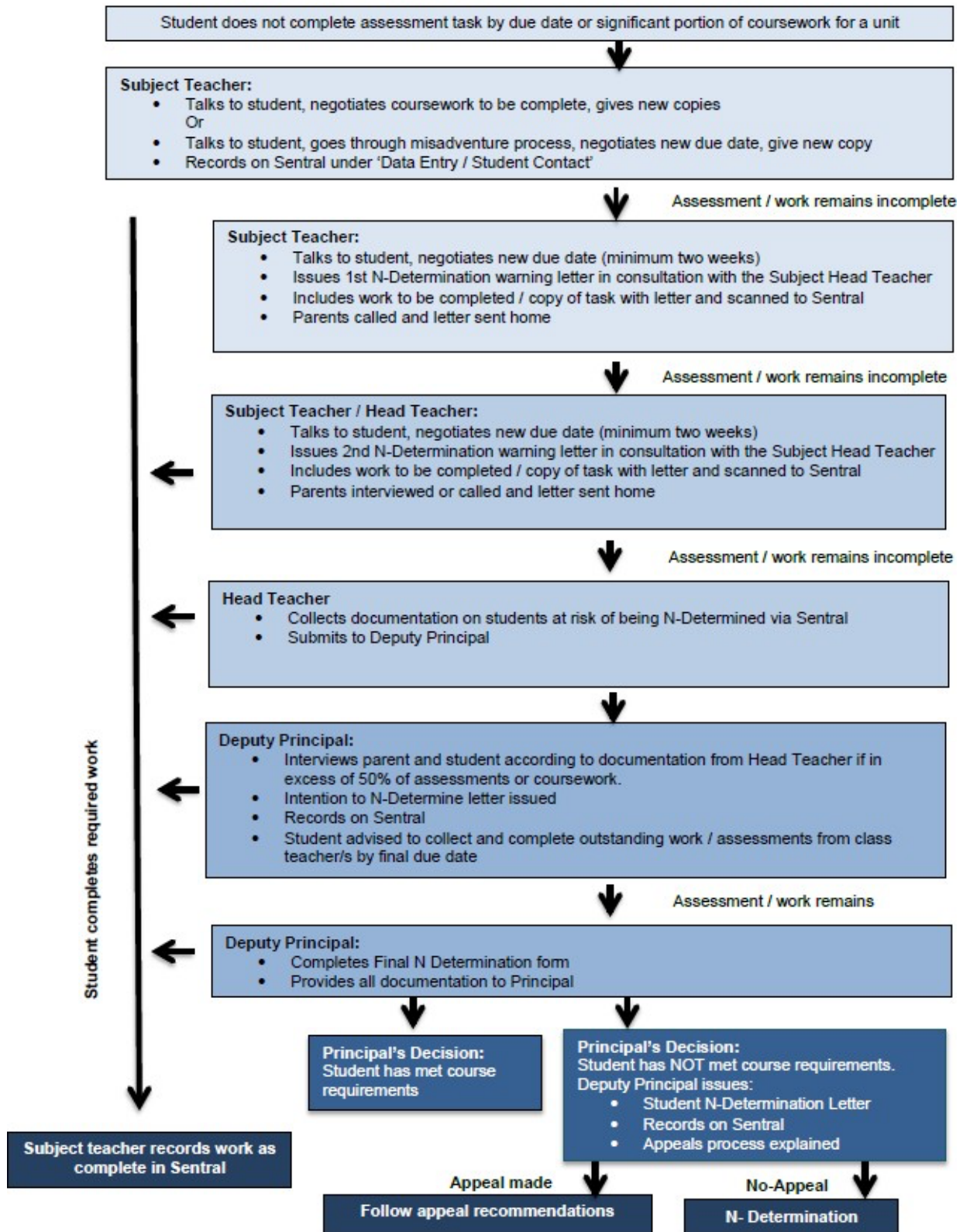
If you are allowed a scientific calculator, make sure you have an approved model

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

**Procedures for Students in Danger of not meeting NESA requirements of a course**

Refer to the N-Determination flow chart

## N-DETERMINATION FLOW CHART



# School and Student Responsibilities

## School Responsibilities

### The School:

- Provide students with:
  - the current NESAs booklet – HSC RULES AND PROCEDURES.
  - the current EPHS Year 12 HSC Assessment Guidelines and Procedures and Assessment Schedules Handbook.
  
- Hold a meeting/lesson to explain information about NESAs and school guidelines, policies, procedures, and requirements.
  
  
  
  
  
  
  
  
  
  
- Print and share NESAs Confirmation of Entries with students. The Confirmation of Entry lists personal details, NESAs number and identifies courses included in students' pattern of study. The Confirmation of Entry will also identify if students are eligible for an ATAR.

Provide students with:

- Scope and Sequence for each course undertaken.
- Electronic or hard copies of the syllabus for each course undertaken.
- Assessment schedules for each course that includes the outcomes assessed, timing, task number, mark values, weightings and types of tasks set.
  
  
  
  
  
  
  
  
  
  
- Provide Assessment task notifications, in writing to each student that includes the following information:
  - the components of the task and their respective weightings
  - the weight value of the task in relation to the total weighted mark for the course
  - the outcomes being assessed
  - precise details of when the task is due or will take place
  - detailed information about the task and its requirements, including means of submission
  - marking rubric (this may be issued after the assessment in some instances, for example, examinations).
  - how meaningful feedback will be provided on students' performance.

## Student Responsibilities

### Students:

- Sign a register to indicate receipt of:
  - the current NESAs booklet – HSC RULES AND PROCEDURES.
  - the current EPHS Year 12 HSC Assessment Guidelines and Procedures and Assessment Schedules Handbook.
  
- Read the information provided, engage in activities related to it and ask clarifying questions to develop understanding of the school and NESAs guidelines and procedures.
  
  
  
  
  
  
  
  
  
  
- Check all the information on the Confirmation of Entry to ensure it is correct.
- Make any necessary changes.
- Sign and date the Confirmation of Entry to confirm the information provided is correct.
  
  
  
  
  
  
  
  
  
  
- Sign a register to indicate receipt of Scope and Sequence, syllabus and Assessment Schedule
- Familiarise themselves with syllabus requirements, course Scope and Sequence, and assessment schedules.
- Retain all documents provided for the duration of the course.
  
  
  
  
  
  
  
  
  
  
- Sign and date an Assessment Task Register for each assessment task to indicate:
  - that they have received the written notification for that task.
  - the task has been submitted
  - the task has been marked and returned

## School Responsibilities

### The School:

- Provide adequate written notice of the nature and timing of assessment tasks. Generally, at least two weeks' notice will be given.
- When the task is distributed, each class teacher will explain the different sections of the task including where appropriate the marking rubric.
- Provide an Assessment Task Submission Form so that students can reflect and give feedback on the task and acknowledge the work as their own.
- Provide timely feedback to students related to the criteria of the task and identifies areas of strength and areas for improvement.
- The school will be bound by its stated policies and procedures regarding illness, misadventure, malpractice, late submission, and non-completion of and in assessment tasks.
- Advise students in writing when they are not meeting NESA requirements for each course. The notification will include what is necessary to enable the students to meet the requirements satisfactorily.
- Inform students of their rights in relation to appeals.

Go through this information again with your Mentor Teacher to ensure you have a strong understanding of the responsibilities for both you and the school.

## Student Responsibilities

### Students:

- Read the information provided, engage in activities related to its explanation and ask clarifying questions to develop understanding of the assessment task.
- If absent when task notification and associated documents are distributed follow-up with their class teacher to ensure they get the task and have clear understanding of the requirements.
- Complete, sign, date and submit an Assessment Task Submission form for each task, reflecting on the task and indicating the task is their own work and that the work of others is acknowledged appropriately.
- Engage with and use the feedback from assessment tasks to reflect on performance and guide further improvement.
- Students are required to submit tasks, as per the instructions outlined on the task notification sheet and will be bound by stated policies and procedures regarding illness, misadventures, malpractice, late submission and non-completion of and in assessment tasks.
- In the event of the issuing of an 'N' Determination warning for a course, students are required to complete the task/s listed and submit to the teacher within the designated time.
- Seek assistance from classroom teacher and/or Learning Support Staff, if required.



<b>Rate your understanding of the responsibilities of the school and yourself regarding formal assessment.</b>	1 No understanding	2	3	4	5 Deep Understanding
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**Section 2:**



# EPHS Assessment Templates and other school related information





# Contents Page

## Section 2: EPHS Assessment Templates

Content	Page Number
<a href="#">List of Templates</a> (contains information about each template)	26
School Assessment Templates	27-35
<a href="#">NESA Glossary of Key Terms</a>	36
<a href="#">CRAAP Test: For Evaluating Secondary Source Information</a>	37
<a href="#">Referencing your work</a>	38-39

# List of Templates

Template	Page Number
<p><a href="#"><u>HSC Course Documents Registration</u></a></p> <p>This template is used by teachers to register student receipt of important documents related the delivery of the course. These documents include the syllabus, Scope and Sequence, Assessment Schedule, and Performance Band descriptors. Note some documents may be provided as hard copies and others as links.</p>	27
<p><a href="#"><u>Assessment Task Notification Cover Page</u></a></p> <p>This template is used by the teacher as the cover page for all formal assessment tasks. For Stage 6 assessment tasks this cover page is coloured green.</p>	28
<p><a href="#"><u>Formal Examination Notification</u></a></p> <p>This template is used by the teacher to provide notification and information related to assessment tasks which are formal examinations.</p> <p>You will receive one of these notices for all courses which have a trial examination.</p> <p>For Stage 6 this notification is coloured green</p>	29
<p><a href="#"><u>Assessment Task Registration</u></a></p> <p>This template is used by teachers to register student receipt, submission and return of assessment tasks. You will sign and date an Assessment Task Register for all tasks in all courses, to indicate each action.</p>	30
<p><a href="#"><u>Assessment Task Submission Form</u></a></p> <p>This template will be provided either as a hard or soft copy and needs to be completed and submitted with the assessment task. It contains a section for you to reflect on the task, this will also be used as feedback, about the task, by your teacher. You also required to sign and date the form to indicate that the work submitted is your own and correctly acknowledged.</p>	31
<p><a href="#"><u>Application for Extension   Illness/Misadventure Appeal Form</u></a></p> <p>This template is used when you require an extension on a task. An extension for a task is submitted prior to the due date. The same template is also used if you want to appeal a task after the due date on the grounds of illness or misadventure.</p> <p>This form is coloured a light blue and is available from the Front Office.</p>	32-33
<p><a href="#"><u>Request for change of / withdrawal from course</u></a></p> <p>This template is used when you want to request a change of course or when you want to withdrawal from a course. All relevant sections of the form including signatures from the relevant Head Teachers and parent/carer must be obtained before submitting the form to the Front Office.</p> <p>When you submit this form your options will be discussed with you including your eligibility for an ATAR.</p> <p>This form can be collected from the Front Office and is coloured light purple.</p>	34-35

## HSC Course Documentation Registration



Erskine Park High School  
Pride in Achievement

## HSC Course Documents Registration

Teacher:		Class:	
Faculty:		Course:	
Year Group:		Date Issued:	
Documents distributed:	Assessment Schedule, Scope and Sequence which also contains a link to course syllabus, Band Descriptors. All documents can also be accessed via Class Google Classroom.		

I am signing to indicate I have received an Assessment Task Schedule, Scope and Sequence and Performance Band Descriptors for the HSC Course. I have been provided with a link to the course syllabus document and the Band Descriptors. I understand these documents and links are also available as soft copies on the class Google Classroom.

Student Name	Student Signature	Date

# Assessment Task Notification Template Cover Page



Erskine Park High School

## (Course) Assessment Task

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Student Name:	
---------------	--

NOTE: This assessment task notification must be submitted with your completed task.

Nature of Task:		Task Title:		Task Number:	
-----------------	--	-------------	--	--------------	--

Faculty:		Year Group:		Weighting:	
----------	--	-------------	--	------------	--

Date Issued:		Date Due:	
--------------	--	-----------	--

**Learning linked to this task:**

--

**How this task requires you to apply your learning:**

<i>Refer to the detailed task description for more information about the specific requirements of this task.</i>
--

**Submission Details:**

You can submit this task by:
<p><b>Submission Policy Excerpt</b>                  If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/ Misadventure/ Application for Extension Appeal Process is to be followed. Refer to the relevant Assessment Booklet for information about this process.</p>

**Syllabus Outcomes Being Assessed:**

Identifier	Description

**Key Verbs associated with outcomes being assessed:**

Verb	Meaning

## Formal Examination Notification



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# Formal Examination Notification

Task Title:		Task Number:	
-------------	--	--------------	--

Faculty:		Subject:	
Year:		Weighting:	
Date Issued:		Date of Examination:	
Additional Information:			

<b>Description of Task:</b>

<b>Syllabus Outcomes Being Assessed:</b>	
Outcome Code	Outcome

<b>Equipment Required:</b>			
Pen	Pencil	Ruler	Board Approved Calculator
Eraser	Device	You will not be allowed to borrow equipment once the exam has started	

**NOTE:** As this Assessment Task will be completed as an examination, examination conditions apply. If students fail to meet examination conditions marks will be deducted and a zero mark may be recorded. In this case parents/caregivers will be notified, and a N-Award Warning issued. Please note the School's Policy on Attendance: *Students have a responsibility to be present in class for all assessment tasks. If a student is aware of circumstances that may prevent their attendance in class for a task, they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task. They must use the Illness/ Misadventure/ Application for Extension Appeal Process. They must ensure that arrangements have been made for them to complete the task or a substitute task.*

# Assessment Task Registration



Erskine Park High School  
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## Assessment Registration

Task Title:					Task Number:		
Teacher:					Class:		
Faculty:					Subject:		
Year Group:					Weighting:		
Date Issued:					Due Date:		
1.	Student Name	Task Received <i>Student Signature</i>	Date Received	Task Submitted <i>Student signature</i>	Date Submitted	Task Returned to Student <i>Student Signature</i>	Date Returned
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
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23.							
24.							
25.							
26.							
27.							
28.							

# Assessment Task Submission Form



Erskine Park High School  
Pride in Achievement

## Assessment Task Submission Form

### Teacher to Complete:

Task Title:		Task Number:	
Faculty:	Year:	Weighting:	
Date Due:			

### Student to complete:

Student's Name:	
Teacher's Name:	

Approximately how much time did you spend on this task?

0 – 2 hours	2-5 hours	5-10 hours	10+ hours
-------------	-----------	------------	-----------

Rate the effort to which you applied yourself to this task.  
Use a scale of 1 (minimal effort) to 5 (maximum effort)

1	2	3	4	5
---	---	---	---	---

What did you LIKE?	What did you DISLIKE?	What did you find CHALLENGING?	What did you LEARN?

Overall, at what level are you expecting to achieve the outcomes of this task?

A Outstanding	B High	C Sound	D Basic	E Limited
------------------	-----------	------------	------------	--------------

### Student Declaration:

*By submitting the task for marking, I acknowledge the following:*

1. *The work submitted is my own work and appropriate acknowledgement of all sources has been made.*
2. *I am aware that the work may be submitted to plagiarism detection processes for the purpose of detecting possible plagiarism.*
3. *Where the work of others is used and not acknowledged, a finding of plagiarism will be made, a mark of zero awarded and I will have to resubmit the task.*
4. *I have a copy of this assessment if the original is lost or stolen.*
5. *The assessment notice is included with my completed task.*

Student signature:	Date of submission:
--------------------	---------------------



Use this form if you are applying for:

An extension of time on an assessment task.

Applications for extension of time must be submitted prior to the due date of the task. You may apply for an extension of time on the grounds of:

- **Illness** – where you have been sick or suffered a physical injury which allegedly affected your performance in completing an assessment task either prior or on the due date (e.g., influenza, an asthma attack, a cut hand)
- **misadventure** – an event occurred which was beyond your control which allegedly affected your performance in or prior to the assessment task (eg. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)
- **other circumstances** such as involvement in a school event (work placement, work experience, sport or leadership representative activity) that is taking place at the same time as a scheduled assessment task.

Applications for illness or misadventure are submitted if the due date for the task has passed. In the case of illness or misadventure you may or may not have already submitted or sat for the assessment task. Refer to the HSC Assessment Guidelines & Procedures Student Handbook for more detailed information particularly regarding what is NOT considered grounds for appeal.

If you cannot attend school on the due day to submit an assessment task or to perform the task in person because of a valid reason (illness or misadventure) you should follow the steps set out below as soon as you are aware/able to.

It is important to understand that documentation needs to be attached to your application to support your claims. If claiming illness, documentation should include wherever possible a medical certificate. Notes from the assessment supervisor can also be included as evidence.

Use the steps outlined below when submitting your application.

<input type="checkbox"/>	<p>1. <b>Collect an Application for Extension   Illness/Misadventure Appeal Form</b> from the front office:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> as soon as you are aware you will require an extension of time for the assessment task due to illness or misadventure, prior to the due date.</li> <li><input type="checkbox"/> as soon as you are aware that illness or misadventure may affect your level of achievement on a particular task, including examinations on or after the due date.</li> <li><input type="checkbox"/> If absent on the due date of a task, on the morning of your return to school. You have one week from the due date to lodge an appeal.</li> </ul>
<input type="checkbox"/>	<p>2. <b>Complete sections 1 and 2</b> of the Application for Extension   Illness/Misadventure Appeal Form, identifying if you are applying for an extension of time or illness/Misadventure. Outline your reasons and add all documentation or evidence from a health professional or other relevant person e.g., counsellor or police officer. (In case of illness, health professionals should describe your symptoms and describe how these symptoms have prevented your attendance at school to complete/submit an assessment task). A student and parent/carer signature must be on the form before it is processed.</p>
<input type="checkbox"/>	<p>3. <b>When completed, take the form to the Faculty Head Teacher and discuss the information with them</b>– they will make a recommendation and sign the form. A Head Teacher signature must be on the form before it is processed.</p>
<input type="checkbox"/>	<p>4. <b>Give the completed Application for Extension   Illness/Misadventure Appeal Form to the relevant Deputy Principal.</b> The Deputy Principal will make the final decision based on the recommendation of the Faculty Head Teacher. This will then be communicated to the student, Faculty Head Teacher and classroom teacher.</p> <p>In the case of an unsuccessful appeal, the classroom teacher will notify your parents in writing (through an official letter) of the zero mark.</p> <p>Students have the right to appeal the decision but must include <b>ADDITIONAL EVIDENCE</b> in their appeal documentation.</p>

Remember if you do not submit an assessment task on the due date and your appeal is unsuccessful, you will receive a zero mark and you will be seen as not satisfying the course completion criteria for the value and nature of the task. If you fail to complete tasks which contribute 50% or more of the available marks you may receive an 'N' Determination for that course and the course will not appear on your Record of Achievement or count towards your HSC. This may make you ineligible for the achievement of either or both testamurs.

Faculty Head Teachers will be provided with a copy of this document; original documentation will be filed in student's file.





Erskine Park High School  
Pride in Achievement

## Application for Extension | Illness/Misadventure Appeal Form

**Section 1: Student and Assessment Details** |  To be completed by the student.

Student Name:		Year:		Subject:	
Assessment Title:		Class Teacher:		Head Teacher:	
Nature of Task:	<input type="checkbox"/> In class Task <input type="checkbox"/> Take home Assessment <input type="checkbox"/> Examination <input type="checkbox"/> Presentation <input type="checkbox"/> Practical Task <input type="checkbox"/> other .....				

**Section 2: Type and Reason for Application**

To be completed by the student and signed by the parent before being submitted to the Head Teacher.

Action Requested: <i>(tick box to indicate choice)</i>	Assessment Task due date has not passed  Assessment Task due date has passed	<input type="checkbox"/> Extension of Time On the grounds of: <input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Other (provide more detailed information in the section below)  <input type="checkbox"/> illness <input type="checkbox"/> Misadventure Did you sit for the task/exam? <input type="checkbox"/> YES <input type="checkbox"/> NO	Date Task is due:	
			Date Task was due:	

Outline the reasons for this application: (add extra paper if needed)

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Documentation attached:  Medical Certificate  other .....

Student signature:		Parent signature:	
Date:		Date:	

**Section 3: Head Teacher Recommendation**

Student to speak with Head Teacher who will then make their recommendation. Student to give form to relevant Deputy Principal.

Recommendation of Head Teacher is:

Extension of Time (Due Date of Task has not yet passed)	Illness/Misadventure (Due Date of Task has passed)
<input type="checkbox"/> Application declined	<input type="checkbox"/> Application declined
<input type="checkbox"/> Extension granted until	<input type="checkbox"/> Accept lateness of task
<input type="checkbox"/> Alternative task can be completed on	<input type="checkbox"/> Alternative task can be completed on
<input type="checkbox"/> Task can be repeated on	<input type="checkbox"/> Task can be repeated on
<input type="checkbox"/> Estimate can be given	<input type="checkbox"/> Estimate can be given
<input type="checkbox"/> other	<input type="checkbox"/> Adjust marks achieved in task
	<input type="checkbox"/> other

Head Teacher signature:		Date:	
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**Section 4: Decision of Deputy Principal**

Determination:	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	Notes:
Deputy Principal signature:		Date:

Faculty Head Teachers will be provided with a copy of this document; original documentation will be filed in student's file.



# Erskine Park High School

*Pride In Achievement*

78-82 Swallow Drive, Erskine Park NSW 2759  
Website: [erskinepk-h.schools.nsw.gov.au](http://erskinepk-h.schools.nsw.gov.au)

Phone: 9834 3536  
Email: [erskinepk-h.admin@det.nsw.edu.au](mailto:erskinepk-h.admin@det.nsw.edu.au)

## Request for change of / withdrawal from course - Senior

**IMPORTANT:** This form must be completed in the same order as listed below and:

1. Students must have at least 12 units in their course of study if in Yr 11 and at least 10 units if in Yr 12.
2. Changes to subjects/ classes after the first 5 weeks of the HSC (Term 4) or Preliminary course (Term 1) are usually not permitted. Catch up of work prevents this occurring.
3. Please see overleaf for a full subject and unit summary.

Name: \_\_\_\_\_ Roll Call Class: \_\_\_\_\_

### 1. CURRENT COURSES/ CLASSES WHERE CHANGE OR WITHDRAWAL IS REQUESTED

Line				Subject Refund
Subject				\$
Head Teacher				
HT Signature				

### 2. DESIRED COURSES (If request is for a withdrawal from a course, leave blank)

Line				Materials Costs
Subject				\$
Head Teacher				
HT Signature				

### 3. PARENT/GUARDIAN ENDORSEMENT

I/We have discussed the above changes with our son/daughter and agree that it is in his/her interest to make the change/s. I/We have read the information overleaf and understand the implications of this choice.

Comments (optional):

\_\_\_\_\_

Signed:

Date:

### 4. CAREERS ADVISER CONSULTATION

The above student has consulted me about this change and the details listed overleaf have been checked.

Recommendations:

\_\_\_\_\_

Signed:

Date:

### 5. NESA LIAISON : \_\_\_\_\_

The above changes have been entered on the student's records on the NESA website

### 6. ADMINISTRATION / SUBJECT CONTRIBUTIONS PAID OR REFUNDED

Student Subject Records have been adjusted. Subject Contributions have been paid/ refunded

REPORTS – Adjust class reports

EBS – Invoice new charges/transfer or refund old charges/cancel old invoice

Signed:

Date:

**YEAR 11 and 12  
CHANGE OF COURSES / CLASSES  
SUBJECT and UNIT SUMMARY**

This section is to be completed by the student and checked by the Careers Adviser.

LINE	BEFORE CHANGE OF COURSES	UNITS	AFTER CHANGE OF COURSES	UNITS
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
<b>Year 11 changes must include Life Ready and Sport</b>				
<b>TOTAL</b>				

<b>NEW NUMBER OF UNITS</b>		
English Studies		Student is working towards an ATAR? <input type="checkbox"/> YES <input type="checkbox"/> NO
Board Developed Courses		
Board Endorsed Courses		
Category B Courses		
<b>TOTAL</b>		
		EBOS changed online by NESA LIASON? <input type="checkbox"/> YES <input type="checkbox"/> NO
School Timetable Has Been Updated? <input type="checkbox"/> YES <input type="checkbox"/> NO		NO STUDENT MOVES CLASS UNTIL A NEW UPDATED TIMETABLE IS GIVEN TO THEM

ALL FORMS ARE TO BE GIVEN TO THE DEPUTY PRINCIPAL TO BE ENTERED ONTO THE TIMETABLE. FORMS THEN PASSED ONTO OFFICE STAFF TO ENTER ON ERN, ADJUST ANY FEES AND FILE IN THE STUDENTS FILE

# Glossary of Key Terms

The following terms are used by NESAs in the syllabus documents for your courses. They are also used in the HSC examinations. It is important that you develop an understanding of the meaning of these terms.

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

# CRAAP Test: For Evaluating Secondary Source Information

<p>Use the questions below to help you evaluate your sources. Answer the questions then score each section from  <b>1 - 10 (1 = unreliable, 10 = excellent).</b>  <b>Add up the scores to help you decide whether you should use that particular source for your assignment.</b></p>			
<b>Source Being Assessed:</b>			
<b>Currency:</b> The timeliness of the information		Score: /10	
		Y	N
Was the information published or posted less than 5 years ago?		<input type="checkbox"/>	<input type="checkbox"/>
Has the information been revised or updated?		<input type="checkbox"/>	<input type="checkbox"/>
Is the information (also links) current or out of date for your topic?		<input type="checkbox"/>	<input type="checkbox"/>
<b>Relevance:</b> Importance of the information for your needs		Score: /10	
		Y	N
Does the information relate to your topic or answer your question/s?		<input type="checkbox"/>	<input type="checkbox"/>
Is the information at an appropriate level for your needs?		<input type="checkbox"/>	<input type="checkbox"/>
Who is the intended audience of the information?			
<b>Authority:</b> The source of the information		Score: /10	
		Y	N
Who is the author/publisher/source/sponsor?			
Can you find and verify the author or publisher's credentials?		<input type="checkbox"/>	<input type="checkbox"/>
Does the URL end in .edu, .org or .gov?		<input type="checkbox"/>	<input type="checkbox"/>
<b>Accuracy:</b> The source of the information		Score: /10	
		Y	N
Can you verify any of the information in another source?		<input type="checkbox"/>	<input type="checkbox"/>
Are there spelling or grammar errors, do links work?		<input type="checkbox"/>	<input type="checkbox"/>
Does the author back up his/her statements with evidence and list sources?		<input type="checkbox"/>	<input type="checkbox"/>
<b>Purpose:</b> The reason the information exists		Score: /10	
		Y	N
What is the purpose of the information? (some examples: to inform, to persuade, to sell, to teach, to entertain)			
Is the information fact, opinion or propaganda?		<input type="checkbox"/>	<input type="checkbox"/>
Does the language or tone seem biased and free of emotion?		<input type="checkbox"/>	<input type="checkbox"/>
<b>Total CRAAP</b>		Score: /50	
<p>45 – 50: Excellent   40 – 44: Good   35 – 39: Average   30 – 34: Borderline Acceptable   Below 30: Unacceptable</p>			

# Referencing

## What is referencing?

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks.

## Why do you have to reference properly?

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.

## What if you don't reference properly?

- you may be suspected of plagiarism (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task may receive ZERO marks for the task.

## Examples of how to reference: APA style 7<sup>th</sup> Edition

Your reference list contains as much information that you can find on the source you have used, so that the reader could find it themselves.

You should list your references in alphabetical order by the author's last name.

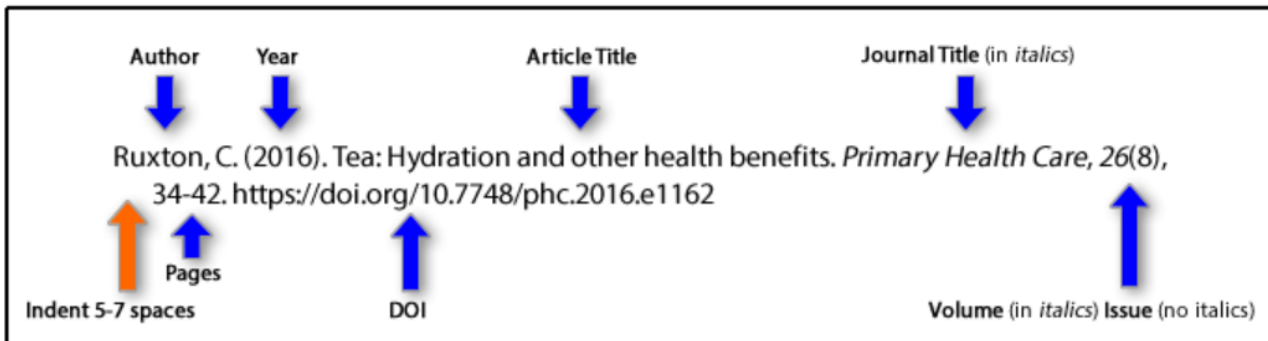
See examples of APA style 7<sup>th</sup> edition references below:

## For a journal article you should include:

Author Last name, First initial. Middle initial. (Year Published). Title of article. *Title of Periodical*, Volume(Issue), page range. DOI

### Examples:

Cheung, J. M. Y., Bartlett, D. J., Armour, C. L., Laba, T. L., & Saini, B. (2018). To drug or not to drug: A qualitative study of patients' decision-making processes for managing insomnia. *Behavioral Sleep Medicine*, 16(1), 1-26. <https://doi.org/10.1080/15402002.2016.1163702>

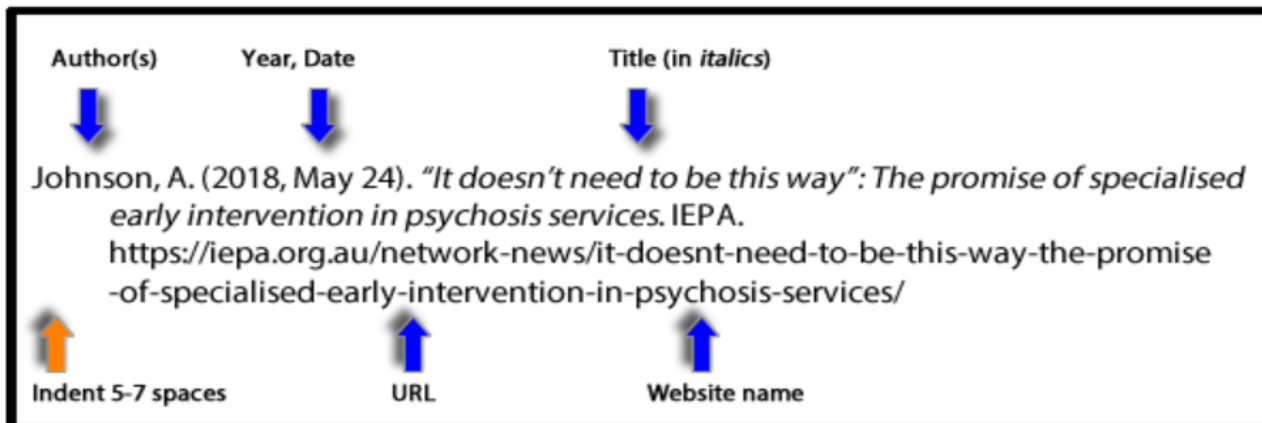


**For a webpage with an author you should include:**

Author Last name, First initial. Middle initial. (Year, Month, Day). *Title of document*. Retrieved from URL.

**Examples:**

Blub, A. (2018). *Climate change and health*. <https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health>



**For a webpage with no author you should include:**

*Title of document*. (Year, Month, Day). Retrieved from URL.

**Example:**

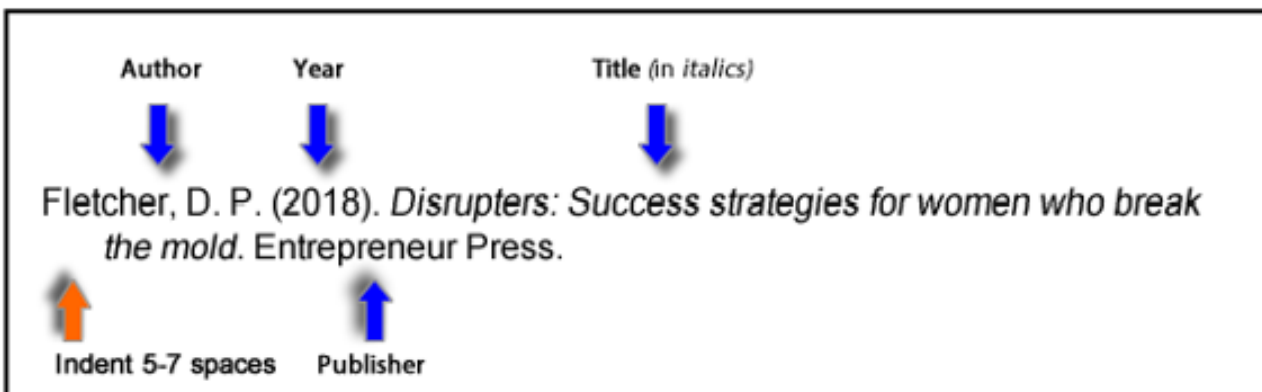
*\$250m funding boost for malaria vaccine*. (2003). <https://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220>

**For a book you should include:**

Author Last name, First initial. Middle initial. (Year Published). *Title of work*. Publisher.

**Examples:**

Swartz, W. (2019). *Descriptive psychology and the person concept: Essential attributes of persons and behaviour*. Academic Press.



**Reference list generators for online assistance**

Reference list generator can also be used to generate references in the APA 7<sup>th</sup> edition format. However, it is essential that students review any reference generated by an online generator to verify that it follows the appropriate format. The following links can be used to access online reference generators:

<https://www.mybib.com/>

<https://www.citethisforme.com/>



**Section 3:**



# Course Assessment Schedules





# 2023 - 2024 HSC CALENDAR OF ASSESSMENT TASKS

Always check the individual Assessment Notifications

WEEK	TERM 4, 2023	TERM 1, 2024	TERM 2, 2024	TERM 3, 2024
1				
2			Sport Coaching	
3				<b>TRIAL EXAMINATION PERIOD</b>  All subjects except: Ceramics Photography SLR Sport Coaching
4			Photography	
5			Construction Visual Arts	Visual Arts Photography
6		Sport Coaching Visual Arts	CAFS	
7	Construction Food Technology PDHPE SLR	Chemistry Engineering Studies Food Technology SLR English Extension	Food Technology PDHPE SLR IPT English Extension Maths Advanced / Standard 1&2 Maths Extension	Sport Coaching
8	IPT Hospitality Photography Physics Investigating Science Sport Coaching CAFS	English Studies Ancient History IPT PDHPE Business Studies Photography	Modern History Legal Studies Engineering Studies Photography Construction	Construction Hospitality
9	Chemistry English Advanced English Standard English Studies Ancient History Modern History Maths Advanced Mathematics Standard 1&2 Maths Extension Legal Studies Engineering Studies Visual Arts	English Advanced / Standard English Studies Biology Modern History Earth and Environmental Science Investigating Science Legal Studies Maths Advanced / Standard 1&2 Maths Extension	Chemistry Business Studies Ancient History	
10	Biology Earth and Environmental Science Business Studies	Construction Physics CAFS	Biology Earth and Environmental Science Investigating Science Physics Visual Arts English Advanced / Standard English Studies	

**Note: Mandatory VET Work Placements have not been included in this calendar**

# List of HSC Courses

## Key

Board Developed Course (Category A)	Board Developed Course with optional HSC exam (Category B)	Content Endorsed Course	VET Course
-------------------------------------	--	-------------------------	------------

Refer to the [NESA 2024 Higher School Certificate Rules and Procedures Booklet](#) for information about the types of courses available for study for the HSC. Pages 25-26

English	
<a href="#">English Advanced</a>	44-45
<a href="#">English Extension 1</a>	46-47
<a href="#">English Standard</a>	48-49
<a href="#">English Studies</a>	50-51
Mathematics	
<a href="#">Mathematics Advanced</a>	52-53
<a href="#">Mathematics Extension 1</a>	54-55
<a href="#">Mathematics Standard 1</a>	56-57
<a href="#">Mathematics Standard 2</a>	58-59
Science	
<a href="#">Biology</a>	60-61
<a href="#">Chemistry</a>	62-63
<a href="#">Earth and Environmental Studies</a>	64-65
<a href="#">Investigating Science</a>	66-67
<a href="#">Physics</a>	68-69
Human Society and its Environment (HSIE)	
<a href="#">Ancient History</a>	70-71
<a href="#">Modern History</a>	72-73
<a href="#">Legal Studies</a>	74-75
<a href="#">Business Studies</a>	76-77

Key

Board Developed Course	Board Developed Course with optional HSC exam	Content Endorsed Course	VET Course
------------------------	---	-------------------------	------------

Refer to the **NESA 2024 Higher School Certificate Rules and Procedures Booklet** for information about the types of courses available for study for the HSC. Pages 25-26

<b>Personal Development, Health and Physical Education (PDHPE)</b>	
<a href="#">PDHPE</a>	78-79
<a href="#">Community and Family Studies (CAFS)</a>	80-81
<a href="#">Sports, Lifestyle and Recreation (SLR)</a>	82-83
<a href="#">Sports Coaching</a>	84
<b>Technological and Applied Studies (TAS)</b>	
<a href="#">Food Technology</a>	85-86
<a href="#">Engineering Studies</a>	87-88
<a href="#">Information Processes and Technology (IPT)</a>	89-90
<a href="#">Hospitality</a>	91
<a href="#">Construction</a>	92
<a href="#">Industrial Technology - Timber</a>	
<b>Creative and Performance Arts (CAPA)</b>	
<a href="#">Visual Arts</a>	93-94
<a href="#">Photography</a>	95-96



# Assessment Schedule 2023 - 2024

<b>Faculty:</b>	English	<b>Course:</b>	English Advanced
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Syllabus components	Weightings	Task 1	Task 2	Task 3	Task 4
		Term 4	Term 1	Term 2	Term 3
		Completed: Week 9	Completed: Week 9	Completed: Week 10	Completed: Week 3-4
		<b>Texts and Human Experiences</b> Analytical Response	<b>Critical Study of Literature</b> Critical Response	<b>Craft of Writing</b> Imaginative writing and Multimodal Reflection	<b>Trial Examination</b> Critical and Imaginative responses
<b>Outcomes Assessed:</b>		EA12-1, EA12-2 EA12-3,EA12-6, EA12-7	EA12-1, EA12-5, EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7
Knowledge and understanding of course content	50%	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10	10	20	10
<b>Total %</b>	<b>100%</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>

## Syllabus Outcomes – English Advanced

- 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



# Assessment Schedule 2023 - 2024

<b>Faculty:</b> English	<b>Course:</b> English Extension 1
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		Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
Syllabus components	Weightings	Completed: Week 7	Completed: Week 7	Completed: Week 3-4
		Imaginative response and reflection	Critical Response with related text	<b>Trial Examination</b> Critical and Imaginative responses
<b>Outcomes Assessed:</b>		EE12-1, EE12-2, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5
Knowledge and understanding of texts and why they are valued	50%	15	20	15
Skills in complex analysis, composition and investigation	50%	15	20	15
<b>Total %</b>	<b>100%</b>	<b>30</b>	<b>40</b>	<b>30</b>

# Syllabus Outcomes \_ English Extension 1

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

**EE12-2** analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

**EE12-3** independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

**EE12-4** critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

**EE12-5** reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes



# Assessment Schedule 2023 - 2024

<b>Faculty:</b>	English	<b>Course:</b>	English Standard
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		Task 1	Task 2	Task 3	Task 4
<b>Syllabus components</b>	<b>Weightings</b>	<b>Term 4</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
		<b>Completed: Week 9</b>	<b>Completed: Week 9</b>	<b>Completed: Week 10</b>	<b>Completed: Week 3-4</b>
		<b>Texts and Human Experiences</b> Analytical Response	<b>Language, Identity and Culture</b> Critical Response	<b>Craft of Writing</b> Imaginative writing and Multimodal Reflection	<b>Trial Examination</b> Critical and Imaginative responses
<b>Outcomes Assessed:</b>		EN12-1, EN12-2, EN12-3, EN12-6	EN12-3, EN12-5, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-8	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7
Knowledge and understanding of course content	50%	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10	10	20	10
<b>Total %</b>	<b>100%</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>



# Syllabus Outcomes – English Standard

- 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



# Assessment Schedule 2023 - 2024

<b>Faculty:</b>	English	<b>Course:</b>	English Studies
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		Task 1	Task 2	Task 3	Task 4	Opt-in
<b>Syllabus components</b>	<b>Weightings</b>	<b>Term 4</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 3</b>
		<b>Completed: Week 9</b>	<b>Completed: Week 9</b>	<b>Completed: Week 9</b>	<b>Completed: Week 2</b>	<b>Completed: Week 3-4</b>
		<b>Mandatory Module</b> Multimodal Task	<b>Elective Module 1</b> Critical Response	<b>Elective Module 2</b> Imaginative Response	<b>All Modules</b> Portfolio of classwork	<b>Trial Examination</b> (optional)
<b>Outcomes Assessed:</b>		ES12-1, ES12-6, ES12-8	ES12-2, ES12-3, ES12-5, ES12-9	ES12-5, ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-9
Knowledge and understanding of course content	50%	15	10	10	15	-
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	50%	10	15	10	15	-
<b>Total %</b>	<b>100%</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>0 weighting</b>

# Syllabus Outcomes – English Studies

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



# Assessment Schedule 2023 – 2024

Faculty:	Mathematics	Course:	Mathematics Advanced
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		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 9 Completed :At school	Term 1 Week 8 Completed: At home	Term 2 Week 7 Completed: At school	Term 3 Weeks 3-4 Completed: At School
		Open Book	Assignment	Sighted Questions	Trial HSC
<b>Outcomes Assessed:</b>		MA11-3, MA11-7, MA12-2, MA12-4, MA12-10	MA12-3, MA12-6, MA12-7, MA12-8, MA12-9, MA12- 10	MA12-1, MA12-5, MA12-6, MA12-10	MA12-1, MA12-2, MA12-3, MA12-6, MA12-8, MA12-9, MA12-10
Understanding, fluency and communication	50	10	10	10	15
Problem Solving, reasoning and justification	50	10	15	15	15
<b>Total %</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## Syllabus Outcomes – Mathematics Advanced

- 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



## Assessment Schedule 2023 - 2024

<b>Faculty:</b>	Mathematics	<b>Course:</b>	Mathematics Extension 1
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		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Syllabus components</b>	<b>Weightings</b>	<b>Term 4 Week 9 Completed:At School</b>	<b>Term 1 Week 8 Completed: At home</b>	<b>Term 2 Week 7 Completed:At school</b>	<b>Term 3 Weeks 3-4 Completed: At School</b>
		<b>Open Book</b>	<b>Assignment</b>	<b>Sighted Questions</b>	<b>Trial HSC</b>
<b>Outcomes Assessed:</b>		ME12-1, ME12-2, ME12-6, ME12-7	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	ME12-1, ME12-4, ME12-7	ME12-1, ME12-4, ME12-5, ME12-6, ME12-7
Understanding, fluency and communication	50	10	10	10	15
Problem Solving, reasoning and justification	50	10	15	15	15
<b>Total %</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

# Syllabus Outcomes – Mathematics Extension 1

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

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



# Assessment Schedule 2023 - 2024

<b>Faculty:</b>	Mathematics	<b>Course:</b>	Mathematics Standard 1
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		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 9 Completed: At School	Term 1 Week 8 Completed: At home	Term 2 Week 7 Completed: At School	Term 3 Weeks 3-4 Completed: At School
		Open Book	Assignment	Sighted Questions/As signment	Trial HSC
<b>Outcomes Assessed:</b>		MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1-12-7, MS1-12-8 MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10
Understanding, fluency and communication	50	10	15	10	15
Problem Solving, reasoning and justification	50	10	10	15	15
<b>Total %</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>



# Syllabus Outcomes – Mathematics Standard 1

- 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 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



# Assessment Schedule 2023 - 2024

Faculty:	Mathematics	Course:	Mathematics Standard 2
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		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 9 Completed: At School	Term 1 Week 8 Completed: At home	Term 2 Week 7 Completed: At school	Term 3 Weeks 3-4 Completed: At School
		Open Book	Assignment	Sighted Questions	Trial HSC
<b>Outcomes Assessed:</b>		MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-6, MS2-12-7, MS2-12-8 MS2-12-9,MS2-12-10	MS2-12-2, MS2-12-5, MS2-12-7, MS2-12-9, MS2-12-10
Understanding, fluency and communication	50	10	15	10	15
Problem Solving, reasoning and justification	50	10	10	15	15
<b>Total %</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## Syllabus Outcomes – Mathematics Standard 2

- 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



# Assessment Schedule 2023-2024

Faculty:	Science	Course:	Biology
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		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4	Term 1	Term 2	Term 3
		Week 10	Week 9	Week 10	Week 3-4
		Completed: In class and at home	Completed: In class and at home	Completed: In class and at home	Completed: At School
		Data Analysis	Research Task	Depth Study	Trial Examination
Outcomes Addressed:		BIO12-12, BIO11/12-3, BIO11/12-4, BIO11/12-7	BIO12-13, BIO11/12-3, BIO11/12-5, BIO11/12-7	BIO12-14, BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO11/12-7	BIO12-12, BIO12-13, BIO12-14, BIO12-15. BIO11/12-2, BIO11/12-4, BIO11/12-5
Knowledge and understanding	40%	5%	5%	10%	20%
Skills in working scientifically	60%	15%	20%	20%	5%
<b>Total %</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>

# Syllabus Outcomes – Biology

## Skills in working scientifically

- 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

## Skills in Knowledge and Understanding:

- 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 diseases



# Assessment Schedule 2023 - 2024

<b>Faculty:</b>	Science	<b>Course:</b>	Chemistry
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		Task 1	Task 2	Task 3	Task 4
<b>Syllabus components</b>	<b>Weightings</b>	<b>Term 4 Week 9 Completed: In class and take home</b>	<b>Term 1 Week 7 Completed: In class and take home</b>	<b>Term 2 Week 9 Completed: At School</b>	<b>Term 3 Week 3 &amp; 4 Completed: At School</b>
		<b>Depth Study</b>	<b>Research Task</b>	<b>Data Analysis</b>	<b>Trial Examination</b>
<b>Outcomes Assessed:</b>		CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-15	CH11/12-1, CH11/12-4, CH11/12-5, CH12- 12, 13	CH11/12-1 -7, CH12 -12,13,14,15
Knowledge and understanding of Chemistry.	40%	10%	5%	10%	15%
Skills in working scientifically	60%	15%	15%	15%	15%
<b>Total %</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>

# Syllabus Outcomes – Chemistry

## Skills in working scientifically

- CH11/12-1 questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analysing data and information - analyses and evaluates primary and secondary data and information
- CH11/12-6 problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## Knowledge and Understanding

- 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



# Assessment Schedule 2023-2024

<b>Faculty:</b>	Science	<b>Course:</b>	Earth and Environmental Science
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		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		<b>Term 4</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
		<b>Week 10</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 3 &amp; 4</b>
		<b>Completed: In class</b>	<b>Completed: At home</b>	<b>Completed: At home</b>	<b>Completed: School</b>
<b>Syllabus components</b>	<b>Weightings</b>	<b>Information Processing</b>	<b>Research Presentation</b>	<b>Depth Study</b>	<b>Trial Examination</b>
<b>Outcomes Addressed:</b>		EES12-12 EES11/12-4; EES11/12-5; EES11/12-6	EES12-13 EES11/12-1; EES11/12-2; EES11/12-6; EES11/12-7	EES11/12-1; EES11/12-3; EES11/12-4; EES11/12-5; EES11/12-6; EES11/12-7; EES12-12 - 14	EES12-12 EES12-13 EES12-14 EES11/12-4, EES11/12-5
Knowledge and understanding	40%	5%	10%	5%	20%
Skills in working scientifically	60%	15%	15%	25%	5%
<b>Total %</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>



# Syllabus Outcomes – Earth and Environmental Science

## **Skills in working scientifically**

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

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

## **Knowledge and Understanding of Earth and Environmental Science**

EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history

EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems

EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate.

EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems.



# Assessment Schedule 2023 - 2024

Faculty:	Science	Course:	Investigating Science
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		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 8 Completed: In class & at home	Term 1 Week 9 Completed: In class & at home	Term 2 Week 10 Completed: In class & at home	Term 3 Week 3-4 Completed: At school
		Investigation	Investigation	Depth Study	Trial Examination
<b>Outcomes Assessed:</b>		INS11/12-2, INS11/12-4, INS11/12-5, INS12-13	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-7, INS12-12	INS11/12-1, INS11/12-3, INS11/12-5, INS11/12-6, INS11/12-7, INS12-14	INS12-1 – INS12-7 INS12-12 – INS12-14
Knowledge and understanding of Investigating Science	40%	10%	10%	10%	10%
Skills in working scientifically	60%	10%	15%	20%	15%
<b>Total %</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>

# Syllabus Outcomes – Investigating Science

## **Skills in working scientifically**

INS11/12-1 questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation

INS11/12-2 planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information

INS11/12-3 conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information

INS11/12-4 processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11/12-5 analysing data and information - analyses and evaluates primary and secondary data and information

INS11/12-6 problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11/12-7 communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## **Knowledge and understanding of Investigating Science**

INS12-12 develops and evaluates the process of undertaking scientific investigations

INS12-13 describes the explains how science drives the development of technologies

INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis

INS12-15 evaluates the implications of ethical, social, economic and political influences on society



# Assessment Schedule 2023 - 2024

<b>Faculty:</b>	<b>Science</b>	<b>Course:</b>	<b>Physics</b>
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		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Syllabus components</b>	<b>Weightings</b>	<b>Term 4 Week 8 Complete: In class and take home</b>	<b>Term 1 Week 10 Completed: In Class and take home</b>	<b>Term 2 Week 10 Completed: In class</b>	<b>Term 3 Weeks 3 &amp; 4 Complete: At school</b>
		<b>Investigation</b>	<b>Depth Study</b>	<b>Data Analysis</b>	<b>Trial Examination</b>
<b>Outcomes Assessed:</b>		PH 11/12-2, PH 11/12-3, PH 11/12-4, PH 11/12-5, PH 11/12-6, PH12-12	PH11/12-1, PH11/12-2, PH 11/12-4, PH11/12-5, PH11/12-6, PH 11/12-7, PH12-13	PH 11/12-1, PH 11/12-2, PH 11/12-3, PH 11/12-4, PH 11/12-5, PH 11/12-6, PH 11/12-7, PH12-12, 13, 15	PH 11/12-5, PH 11/12-6, PH 11/12-7, PH12-12, PH12-13, PH12-15
Knowledge and understanding	40%	10%	10%	5%	15%
Skills in working scientifically	60%	15%	20%	15%	10%
<b>Total %</b>	<b>100%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>	<b>25%</b>

# Syllabus Outcomes – Physics

## Skills in working scientifically

- PH11/12-1 questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation
- PH 11/12-2 planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information
- PH 11/12-3 conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information
- PH 11/12-4 processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH 11/12-5 analysing data and information - analyses and evaluates primary and secondary data and information
- PH 11/12-6 problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH 11/12-7 communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

## Knowledge and understanding of Physics

- 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



# Assessment Schedule 2023 - 2024

Faculty	HSIE	Course	Ancient History			
			Task 1	Task 2	Task 3	Task 4
			Term 4, Week 9	Term 1, Week 8	Term 2, Week 9	Term 3, Week 3 & 4
Syllabus components	Weightings	Unit 1: Core Study - Cities of Vesuvius - Pompeii & Herculaneum	Unit 2: Ancient Societies: Option A: New Kingdom Egypt society to the death of Amenhotep III	Unit 3: Personalities in their Times: Option B: Akhenaten	Unit 4: Historical Periods Option B: New Kingdom Egypt – Amenhotep III to the Death of Ramesses II	
		In-Class Source Test	Essay	Historical Analysis: Essay (1200 Words)	Trial HSC Examination	
Outcomes assessed		AH12-3, AH12-5, AH12-6, AH12-9, AH12-10	AH12-2, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	AH12-1, AH12-3, AH12-4, AH12-5, AH12-6, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	
Knowledge and understanding of course content	40	15	5	5	15	
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5	
Historical inquiry and research	20		10	10		
Communication of historical understanding in appropriate forms	20	5	5	5	5	
<b>Total %</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	

# Syllabus Outcomes – Ancient History

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



# Assessment Schedule 2023 - 2024

<b>Faculty:</b>	HSIE	<b>Course:</b>	Modern History
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		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3-4
Syllabus components	Weightings	<b>Source Analysis</b> Core: Power and Authority in the Modern World	<b>Historical Analysis</b> National Studies: Russia & The Soviet Union	<b>Essay</b> Conflict in Europe	<b>Trial Exam</b>
		<b>Outcomes Assessed</b> 12-1,12-4,12-6,12-7,12-9	<b>Outcomes Assessed</b> 12-1,12-2,12-3,12-4,12-6,12-8,12-9	<b>Outcomes Assessed</b> 12-2, 12-5, 12-6, 12-7, 12-8, 12-9	<b>Outcomes Assessed</b> 12-1,12-2, 12-3, 12-4, 12-5,12-6, 12-9
		Knowledge and understanding of course content	40	5	10
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical inquiry and research	20	5	5	5	5
Communication of historical understanding in appropriate forms	20	5	5	5	5
<b>Total %</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>



# Syllabus Outcomes – Modern History

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

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

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

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

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

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

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

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

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



# Assessment Schedule 2023 - 2024

<b>Faculty:</b>	HSIE	<b>Course:</b>	Legal Studies
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		Task 1	Task 2	Task 3	Task 4
<b>Syllabus components</b>	<b>Weightings</b>	<b>Term 4 Week 9</b>  <b>Completed: Home/School</b>	<b>Term 1 Week 9</b>  <b>Completed: School</b>	<b>Term 2 Week 8</b>  <b>Completed: Home/School</b>	<b>Term 3 Weeks 3-4</b>  <b>Completed: School</b>
		<b>Research &amp; Extended Response Crime</b>	<b>Short Answers  Human Rights</b>	<b>Research &amp; Extended Response Family Law</b>	<b>Trial examination</b>
		<b>Outcomes Assessed H1, H3, H4, H6</b>	<b>Outcomes Assessed H2, H5, H6, H7, H8</b>	<b>Outcomes Assessed H6, H8, H9, H10</b>	<b>Outcomes Assessed H2, H3, H6, H9, H10</b>
Knowledge and understanding of course content	30	10		10	10
Analysis and evaluation	20	10		10	
Inquiry and research	20		10		10
Communication of legal information, ideas and issues in appropriate forms	30	5	10	10	5
<b>Total %</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>

# Syllabus Outcomes – Legal Studies

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 argum



# Assessment Schedule 2023 – 2024

<b>Faculty:</b> HSIE	<b>Course:</b> Business studies
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		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Syllabus components</b>	<b>Weightings %</b>	<b>Term 4 Week 10 Completed:(In school)</b>	<b>Term 1 Week 8 Completed: (In School)</b>	<b>Term 2 Week 9 Completed: (In School)</b>	<b>Term 3 Week 3-4 Completed: (In School)</b>
		Finance Short Answer	Marketing Extended response	Extended Response Operation/Finance/Marketing/Human Resource	Trial Exam
		<b>Outcomes assessed</b> H5, H6, H8, H9, H10	<b>Outcomes assessed</b> H1, H2, H5, H7	<b>Outcomes assessed</b> H3, H4, H5, H6, H9,	<b>Outcomes assessed</b> H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
<b>Knowledge and understanding of course content</b>	45	10	10	10	15
<b>Inquiry and research</b>	15	5	5	5	
<b>Stimulus Based Skills</b>	20	5		10	5
<b>Communication of business information, ideas and issues - In appropriate forms</b>	20		5	5	10
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

# Syllabus Outcomes – Business Studies

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



# Assessment Schedule 2023 - 2024

<b>Faculty:</b>	PDHPE	<b>Course:</b>	Personal Development Health Physical Education
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		Task 1	Task 2	Task 3	Task 4
<b>Syllabus components</b>	<b>Weightings</b>	<b>Term 4, Week 7</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 7</b>	<b>Term 3, Weeks 3-4</b>
		<b>Completed: at home and at school</b>	<b>Completed: at home and at school</b>	<b>Completed: at home and at school</b>	<b>Completed: At School</b>
		<b>Report analysis (Core 1)</b>	<b>Training program and extended response (Core 2)</b>	<b>Practical demonstration and extended response (Options)</b>	<b>Trial Examination Core 1 Core 2 Option 3 Option 4</b>
<b>Outcomes Assessed:</b>		H1, H2, H3, H15, H16	H7, H8, H10, H17	H8, H13, H16, H17	All
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research, analysing and communicating	60	10	15	15	20
<b>Total %</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

# Syllabus Outcomes - PDHPE

H1 describes the nature and justifies the choice of Australia's health priorities

H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk

H3 analyses the determinants of health and health inequities

H4 argues the case for health promotion based on the Ottawa Charter

H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities

H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)

H7 explains the relationship between physiology and movement potential

H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

H9 explains how movement skill is acquired and appraised

H10 designs and implements training plans to improve performance

H11 designs psychological strategies and nutritional plans in response to individual performance needs

H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)

H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)

H14 argues the benefits of health-promoting actions and choices that promote social justice

H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts

H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation



# Assessment Schedule 2023 - 2024

<b>Faculty:</b>	PDHPE	<b>Course:</b>	Community and Family Studies
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		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 8 Completed: At home	Term 1 Week 10 Completed: Home/at school	Term 2 Week 6 Completed: At school	Term 3 Week 3 & 4 Completed: At school
		Extended response	IRP	Groups in context study	Trial exam
<b>Outcomes Assessed:</b>		H1.1, H3.4, H4.2, H5.1, H6.2	H4.1, H4.2	H1.1, H1.1, H2.2, H2.3, H3.1, H3.3, H4.2, H5.1	H1.1, H2.1, H2.3, H3.1, H4.2, H5.1, H6.1
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research methodology, analysing and communicating	60	15	15	15	15
<b>Total %</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>



# Syllabus Outcomes – Community and Family Studies

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



# Assessment Schedule 2023 - 2024

<b>Faculty:</b>	PDHPE	<b>Course:</b>	Sport, Lifestyle and Recreation
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<b>Teacher:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Syllabus components</b>	<b>Weightings</b>	<b>Term 4, Week 7</b>	<b>Term 1, Week 7</b>	<b>Term 2, Week 7</b>	<b>Term 3, Weeks 3 &amp; 4</b>
		<b>Completed: At home / school</b>	<b>Completed: At home / school</b>	<b>Completed: At home / school</b>	<b>Completed: At School</b>
		<b>Fitness Program</b>	<b>Research and Report</b>	<b>Portfolio</b>	<b>Yearly Examination Modules</b> 8.5 8.7 8.9 8.15
<b>Outcomes Assessed:</b>		2.2, 3.2, 3.3	3.1, 4.2, 4.5	1.5, 3.5	All
Knowledge and understanding of course content	40	8	12	10	10
Skills in critical thinking, research, analysing and communicating	60	12	13	15	20
<b>Total %</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

# Syllabus Outcomes – Sport, Lifestyle and Recreation

- 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 recognizes the skills and abilities required to adopt roles that support health, safety and physical activity

School Name: Erskine Park HS

Student Competency Assessment Schedule

Course: HSC – Sports Coaching 2024

Assessment Tasks for SIS30519 Certificate III in Sport Coaching		<u>Cluster 3A</u> <u>1<sup>st</sup> Elective</u>	<u>Cluster 3B</u> <u>2<sup>nd</sup> Elective</u>	<u>Cluster 4</u>	<u>Cluster 5</u>
		Officiating student	Inclusive coaching	Coaching the individual	Next level coaching
		Week 8 Term 4, 2023	Week 6 Term 1, 2024	Week 2 Term 2, 2024	Week 7 Term 3. 2024
Code	Unit of Competency				
SISSOF002	Officiating in sport	X			
SISXDIS001	Inclusive coaching		X		
SISSSCO003	Meet participant coaching needs			X	
BSBOPS403	Apply business risk management processes			X	
SISSSCO012	Coach sports participants up to an intermediate level				X

Depending on the achievement of units in competency, the possible qualification outcome is a SIS30519 Certificate III in Sports Coaching or a Statement of Attainment towards a SIS30519 Certificate III in Sports Coaching.

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



# Assessment Schedule 2023 - 2024

<b>Faculty:</b>	Technological and Applied Studies (TAS)	<b>Course:</b>	Food Technology
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Syllabus components	Weightings	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7 Completed: Home/At school Australian Food Industry	Term 1 Week 7 Completed: Home/At school Food Manufacture	Term 2 Week 7 Completed: Home/At school Contemporary Nutrition	Term 3 Weeks 3-4 Completed: At School Trial Examination
<b>Outcomes Assessed:</b>		H1.2 H1.4 H3.1	H1.1 H4.2 H1.3	H2.1 H3.2 H5.1	H1.1 H1.3 H1.4 H2.1
Knowledge and understanding of course content	40	5	5	5	25
Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10	
Skills in experimenting with and preparing food by applying theoretical concepts	30	5	10	15	
<b>Total %</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>

# Syllabus Outcomes – Food Technology

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



# Assessment Schedule 2023 - 2024

<b>Faculty:</b>	Technological and Applied Studies (TAS)	<b>Course:</b>	Engineering Studies
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		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Syllabus components</b>	<b>Weightings</b>	<b>Term 4 Week 9 Completed: Home/At school</b>	<b>Term 1 Week 7 Completed: Home/At school</b>	<b>Term 2 Weeks 8 Completed: At school</b>	<b>Term 3 Week 3-4 Completed: At School</b>
		Civil Structures Mechanics and Report	Transport Engineering Problem Solving	Aeronautical Engineering Materials Research	Trial Examination
<b>Outcomes Assessed:</b>					
Knowledge and understanding of course content	60	10	15	15	20
Knowledge and skills in research, problem solving and communication related to engineering practice.	40	15	5	10	10
<b>Total %</b>	<b>100%</b>	25	20	25	30

# Syllabus Outcomes – Engineering Studies

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





# Assessment Schedule 2023 - 2024

Faculty:	Technological and Applied Studies (TAS)	Course:	Information Processes and Technology IPT
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 8 Completed: At school	Term 1 Week 8 Completed: Home/At school	Term 2 Week 7 Completed: Home/At school	Term 3 Weeks 3-4 Completed: At School
		Database Practical and Theory Task	Communication Systems Task	Transaction Processing System Task	Trial Examination
<b>Outcomes Assessed:</b>		H1.1, H1.2, H2.2, H4.1	H2.1, H3.1, H3.2, H4.1. H6.1	H1.1, H2.2, H3.1, H5.1, H5.2, H6.2, H7.1, H7.2	H1.1, H1.2, H2.2, H3.1, H5.2, H6.1
Knowledge and understanding of course content	60	10	10	10	30
Knowledge and skills in the design and development of information systems	40	15	15	10	
<b>Total %</b>	<b>100%</b>	25	25	20	30

# Syllabus Outcomes- Information Processes and Technology IPT

- H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation
- H1.2 explains and justifies the way in which information systems relate to information processes in a specific context
- H2.1 analyses and describes a system in terms of the information processes involved
- H2.2 develops and explains solutions for an identified need which address all of the information processes
- H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment
- H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes
- H4.1 proposes and justifies ways in which information systems will meet emerging needs
- H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
- H6.1 analyses situations, identifies needs, proposes and then develops solutions
- H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions
- H7.1 implements and explains effective management techniques
- H7.2 uses methods to thoroughly document the development of individual and team projects



**Education**

**Hospitality**  
**Qualification: SIT20322 Certificate II in Hospitality**  
**Cohort 2023 - 2024**  
**Training Package SIT Tourism, Travel and Hospitality (version2.1)**

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

**School Name: Erskine Park High School Assessment Schedule**

**Year 12 – 2024**

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	Trial Exam**
		Week	Week	Week	Week 3-4
		Term 4	Term 5	Term 7	Term 3
		Date:	Date:	Date:	Date:
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

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

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

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

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

School Name: Erskine Park High School

Assessment Schedule Yr: 12 – 2023- 2024

Assessment Events		Task 4	Task 5	Task 6	Task 7	Trial Exam
CPC20220- Certificate II in Construction Pathways and Statement of Attainment towards Certificate II in Construction (Release 3)		Project Planning	Joinery	Tools and Equipment	Major Project	
Assessment Due		Week: 7 Term 4, 2023	Week: Term 1, 2024	Week: 8 Term 3,2024	Week: 8 Term 3, 2024	Week: 3-4 Term: 3, 2024
Code	Unit of Competency					HSC Examinable Units of Competency
CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work	X				
CPCCN2001 CPCCN3004	Assemble components Manufacture and assemble joinery components		X			
CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials			X		
CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry				X	

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

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

\* Selected units only to be confirmed by your teacher

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency.



# Assessment Schedule 2023 - 2024

<b>Faculty:</b>	TAS	<b>Course:</b>	Industrial Technology - Timber
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<b>Teacher:</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Syllabus components</b>	<b>Weightings</b>	<b>Term 4 Week 8 Completed: Home/At school</b>	<b>Term 1 Week 8 Completed: Home/At school</b>	<b>Term 2 Week 10 Completed: Home/At school</b>	<b>Term 3 Weeks 3-4 Completed: At School</b>
		<b>Research, Design and Management</b>	<b>Industry Study</b>	<b>Safety and Quality control report</b>	<b>Trial Examination</b>
<b>Outcomes Assessed:</b>		H3.1, H3.2, H5.2, H6.1	H1.1, H1.2, H5.1, H7.1	H1.2, H2.1, H4.1, H5.1, H6.1, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2
Knowledge and understanding of course content	40	5	5	10	20
Knowledge and skills in the design, management, communication and production of a major project	60	15	15	20	10
<b>Total %</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

# Syllabus Outcomes – Industrial Technology Timber

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

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

H1.3 Identifies important developments in the focus 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 ProjectH4.1

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 skillsH4.3

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 developmentH6.1

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



# Assessment Schedule 2023-2024

<b>Faculty:</b>	<b>Creative and Performing Arts</b>	<b>Course:</b>	<b>Visual Arts</b>
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	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
<b>Syllabus components</b>	<b>Term 4 Week 9 Completed: School</b>	<b>Term 1 Week 6 Completed: School</b>	<b>Term 2 Week 5 Completed: School</b>	<b>Term 2 Week 10 Completed: School</b>	<b>Term 3 Week 3/4 Completed: School</b>	<b>Term 3 Week 5 Completed : School</b>
	<b>Research Task</b>	<b>Body of Work Progress Mark</b>	<b>Essay Response</b>	<b>Final Body of Work Progress Mark</b>	<b>Trial Examination</b>	<b>Body of Work Submission</b>
<b>Outcomes Assessed:</b>	<b>H8 H10</b>	<b>H1 H3 H4</b>	<b>H7 H10</b>	<b>H1 H2 H5 H6</b>	<b>H7 H8 H9 H10</b>	<b>H1 H2 H3 H4 H5 H6</b>
Art Criticism and Art History	20		15		15	
Art Making / Body of Work		15		15		20
<b>Total %</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>20</b>

# Syllabus Outcomes – Visual Arts

- H1:** initiates and organises art making 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 art making.
- H5:** demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.
- H6:** demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.
- H7:** applies their understanding of practice in art criticism and art history.
- H8:** applies their understanding of the relationships among the artist, artwork, world and audience.
- H9:** demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art.
- H10:** constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.



# Assessment Schedule 2023-2024

Faculty: Creative and Performing Arts	Course: Photography, Video and Digital Imaging
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Teacher:		Task 1	Task 2	Task 3	Task 4	Task 5
Syllabus Components	Weightings	Term 4, Week 8	Term 1, Week 8	Term 2, Week 4	Term 2, Week 8	Term 3, Week 5
		Completed: In School/Home	Completed: In School/Home	Completed: In School/Home	Completed: In School/Home	Completed: In School
		Critical and Historical Studies	Making	Making	Critical & Historical Studies	Making
Outcomes Assessed:		CH1, CH2, CH3	M1, M2, M3,	M4, M5, M6	CH2, CH3, CH4	M3, M4, M5, M6
Critical and Historical Studies	30	15			15	
Making	70		20	25		25
<b>Total %</b>	<b>100%</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>15</b>	<b>25</b>

# Syllabus Outcomes- HSC Photography, Video and Digital Imaging

**M1:** generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.

**M2:** explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works.

**M3:** investigates different points of view in the making of photographs and/or videos and/or digital images.

**M4:** generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images.

**M5:** develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images.

**M6:** takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works.

**CH1:** generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging.

**CH2:** investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations.

**CH3:** distinguishes between different points of view and offers interpretive accounts in critical and historical studies.

**CH4:** explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging.

**CH5:** recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.

## Term 4 2023 Assessment Planner

	Courses with AT	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3 23/10/23 - 27/10/23						
Week 4 30/10/23 - 03/11/23						
Week 5 06/11/23 - 10/11/23						
Week 6 13/11/23 - 17/11/23						
Week 7 20/11/23 - 24/11/23						
Week 8 27/11/23 - 01/12/23						
Week 9 04/08/23 - 08/12/23						
Week 10 11/12/23 - 15/12/23						



## Term 1 2024 Assessment Planner

	Courses with AT	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						



## Term 2 2024 Assessment Planner

	Courses with AT	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						





## Term 3 2024 Assessment Planner

	Courses with AT	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2						
Week 3 Trial Exams						
Week 4 Trial Exams						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						



it  
ALWAYS  
SEEMS  
IMPOSSIBLE  
UNTIL  
it is  
DONE.