



YEAR 12 ASSESSMENT BOOKLET

Please refer to the online version of this booklet for your subject relevant tasks and dates.

stives-h.schools.nsw.gov.au/learning-at-our-school/hsc-and-preliminary-information.html

September 2023

2024

**ST IVES HIGH SCHOOL
HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY 2023-2024
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**ST IVES HIGH SCHOOL (SIHS)
HIGHER SCHOOL CERTIFICATE (HSC) ASSESSMENT POLICY**

Introduction

This booklet outlines the assessment schedules for the cohort of students at SIHS undertaking HSC courses in 2023 - 2024. Dates included for each course are correct at the time of printing, however unforeseen circumstances may result in changes over the year. Students will be notified in advance if a change is required. These schedules indicate: the number of assessment tasks for each course, the nature of the tasks, the weighting of the tasks, the areas of content each task will assess and when the tasks will be conducted.

1. Patterns of Study

Certain patterns of study and course requirements apply

You must satisfactorily complete:

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

Both patterns of study must include at least:

- 6 units of Board Developed Courses (Board Developed Courses are NSW Educational Standards Authority (NESA) Developed Courses).
- 2 units of a Board Developed Course in English, or English Studies.
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses).
- 4 subjects.
- There are also specific eligibility rules for some Languages courses, such as Beginners and Language in Context, to ensure your course is at the appropriate level for your experience.
- Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for.
- Further information can be found here <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

Australian University Admissions Rank (ATAR)

The University Admissions Centre (UAC) uses the raw HSC examination marks (marks before aligning to band statements) and moderated school assessment marks to calculate an ATAR for all HSC students who are eligible and elect to receive one. The ATAR is essentially a rank used to offer HSC students' university places. Scaling is used to make comparisons between different students studying different courses.

To be eligible for an ATAR a student must satisfactorily complete at least 10 units of Board Developed courses for which there are formal examinations conducted by NESA. These courses are referred to as ATAR courses (and are categorised as either Category A or Category B courses).

- The ATAR courses must include at least eight units from Category A courses, two units of English, three courses of two units or greater, and at least four subjects.
- The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising the best two units of English and the best eight units from the remaining units.

Non-ATAR Students

Students who do not meet the requirements for an ATAR but do meet the requirements for an HSC are considered non-ATAR students. Non-ATAR students can choose from a wider range of courses and need not sit the HSC examination in a course of study if the examination is optional.

2. Assessment

School-based Assessment

School-based assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. These may include tests, written or oral assignments, practical activities, fieldwork, folios, and projects.

School-based assessment is also used to:

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

School-based assessments focus on outcomes and the marking guidelines used are expressed in terms of performance standards.

At the end of each HSC course the school will submit the school-based assessment mark to NESAs, for every student in the course. The school-based assessment marks, provide a rank order of students in the course and show the relative differences between students.

Moderation of School-based Assessment Marks

NESA moderates the school-based assessment marks to allow a fair comparison of school-based assessment marks between schools. The HSC examination marks are used to moderate the school-based assessment marks in each course. Therefore, if all students in a course perform to the best of their ability in the HSC examination in that course, this will have a positive impact on the school-based assessment marks in the moderation process.

The HSC Mark

The final HSC mark for a course is a 50:50 combination of a student's HSC examination mark and their moderated school-based assessment mark. The examination mark for each course shows the student's performance in the external HSC examination. The examination consists of a written paper and, for some courses, speaking and listening examinations, practical examinations, or major works that are submitted for external marking.

The School-based Assessment Appeals Process

Students who wish to appeal or seek a review of a school-based assessment result should firstly discuss their concern with the Key Learning Area (KLA) Head Teacher of the subject. If not resolved a written request with details should be given to either the Principal or the Deputy Principal within 3 days of the student becoming aware of the issue. A panel consisting of the Deputy Principal, KLA Head Teacher and course teacher will determine the outcome of the appeal / review and provide reasons for their decisions. Students are only entitled to appeal or seek a review of the procedures followed for a school-based assessment task, not the professional judgement of the teacher marking the school-based assessment.

Students, who consider that their placement in the order of merit (Rank) for any course is not correct, based on feedback on their performance during the course from their teacher, have a right to appeal and may seek a school review. After students have completed their final HSC exam they are able to access the NESAs website via an individual PIN number to check that the assessment ranks are correct. Students are also provided with their overall rank in a course in their school reports.

Advice for major examination periods (Trial exams)

Students are responsible for ensuring they attend all their scheduled exams and for the following:

- carefully check their exam timetable and the venue of their exams
- organise themselves to arrive on time for the start of each exam
- have the correct, approved equipment for each exam in a clear plastic bag
- wear full school uniform
- behave in a manner that does not interfere with the performance of others
- remain for the full time allotted for each exam
- leave mobile phones out of the exam room and switched to silent if in the proximity of the exam room
- leave any electronic or digital device out of the exam room unless approved
- refrain from eating in the exam room (unless approved e.g. for medical reasons). Water in a clear container is allowed.

If absent from an examination students must follow the Illness/Misadventure procedures on page vi. The school will make efforts to reschedule the examination where feasible.

Students who cheat in an exam will be given a zero mark and may face other consequences.

Disability Provisions

The school will provide Disability Provisions to students approved by the Head Teacher of Inclusive Education for school-based assessments. Year 12 students are required to make a formal application to NESAs for Disability Provisions for the HSC examinations. This application is done in consultation with the Head Teacher of Inclusive Education who ensures the provisions being administered at the school are appropriate given the student's diagnosis and additional learning needs.

No earlier than Term 4 of the year prior to the HSC exams, students are required to submit updated documentation from medical practitioners and specialists, pertaining to the diagnosed need. The Head Teacher of Inclusive Education will liaise with identified students and their families in the first term of Year 12, detailing the process for student applications.

For further information, students and/or families should contact the Head Teacher of Inclusive Education: daniel.moller3@det.nsw.edu.au

SIHS Responsibilities

In relation to school-based assessment, SIHS staff will:

- inform students of the assessment requirements for each course
- provide students with notice of the nature, weighting and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks and provide an overall assessment rank position on school reports for each course
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- design assessment tasks that provide all students in the course similar conditions to ensure fairness
- advise students in writing when they are not meeting sufficient outcomes in a course and indicate what is necessary to meet the requirements satisfactorily
- ensure students know how they can collect their Assessment Rank Order for each course at the end of the HSC examinations and understand its purpose
- notify parents if an assessment task is not completed and any penalties imposed.

NOTE:

- I. The School reserves the right to change the date or conditions of an assessment task if necessary to be fair to all students or because of unforeseen circumstances.
- II. The School reserves the right to set a substitute task if for any reason the initial task fails to discriminate or is found to be invalid.
- III. If a problem occurs during the performance of an assessment task, the student should complete the task and notify the Deputy Principal who will determine its validity in consultation with the KLA Head Teacher and Course Teacher.

Students must make a reasonable attempt at more than 50% of assessments in a course.

This "greater than 50% of the assessments" cannot include any marks that are estimates. Failure to sit for more than 50% of the assessments will make the student ineligible to sit the HSC Examination. This is a NESAs requirement.

When a student misses an Assessment Task

The student must complete an "Explanation of Absence" form (page x) and attach a "SIHS Medical Certificate" (page xiv) or other evidence acceptable to the KLA Head Teacher on **the day they return to school**. The date on the medical certificate indicating when the consultation took place must be the date of the assessment task or an earlier date with coverage given for the day of the assessment. Medical Certificates that show the consultation took place after the date of the assessment may not be accepted. The medical certificate and/or other supporting evidence should show **diagnosis, date of onset/diagnosis, observable symptoms and impact on performance**. A medical certificate that merely states the student was unfit for work/study is unacceptable. Medical certificates from pharmacies or purchased online will not form acceptable evidence. In the case of testing positive to covid-19, medical evidence such as a positive PCR result will be required. *Students absent from an Assessment Task without an acceptable reason will be awarded zero.* Students should approach the relevant KLA Head Teacher on **the day they return to school** to make arrangements for the missed task or an alternative task to be completed. *Failure to do so will result in a zero mark.*

Submitting tasks performed outside School

Students may be awarded a zero mark for tasks, which have not been submitted on time, unless there is an illness (SIHS Medical Certificate supplied) or exceptional circumstances, as determined by the

Principal and/or KLA Head Teacher. Computer failure may not be accepted as exceptional circumstance when work is not handed in on time. It is the student's responsibility to ensure backups of work are made. Absent students should arrange for the task (completed or incomplete) to be emailed or delivered to the teacher on the due date.

Assessment tasks must be handed in to the class teacher before or *during* the subject period on the due date unless otherwise stated by the teacher. Tasks submitted *after* the period may not be accepted. The decision to accept the task after the designated time will be at the discretion of the Assessment Review Team (Deputy Principal, KLA Head Teacher and Course Teacher).

Students absent on the day an Assessment Task is due who have been unable to deliver the task to the teacher must present it at the start of the **day of return** accompanied by an "Explanation of Absence from an Assessment Task" form and a "SIHS Medical Certificate", indicating illness on the day the assessment task was held, or other evidence as approved by the Principal and/or KLA Head Teacher.

Anticipated Absences

Students must inform their teachers if they have reason to expect that they might be absent for an assessment task. Such notice should be given as soon as possible. **Vacations taken outside normal school holidays will not be accepted as a valid reason for absence from assessment tasks, unless granted written permission from the Principal.** In these circumstances, the task/s should be handed in *before* the due date.

Illness/Misadventure

A student who believes that circumstances occurring immediately prior to or on the day of an assessment task or examination, which were beyond their control, leading to a possible diminished result in the task, should complete an *Illness/Misadventure* form and give it to the **Head Teacher KLA, no later than the next school day after the assessment/examination.**

If a student is unable to attend an assessment task, an *Explanation of Absence From an Assessment Task* form, an *Illness/Misadventure* form and a *SIHS Medical Certificate* (or Doctor's Certificate) should be given to the Head Teacher KLA **no later than the day of return to school.** The *SIHS Medical Certificate* (or Doctor's Certificate) must clearly describe observable symptoms and how they will impact on the student's performance. A medical certificate that merely states that a student is unfit for study will not be accepted. The medical certificate must include the date of the consultation and it must be dated on or before the date of the assessment task.

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

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

Students must not seek an unfair advantage

Students are not permitted to be absent from school for any lesson on the day before an assessment task is due and are not permitted to miss lessons prior to an assessment task (on the day of the task). If this occurs for reasons beyond the control of the student a medical certificate or other documentation acceptable to the Principal must be provided. Students may receive a reduced mark or zero for the assessment task if this rule is violated.

NOTE:

Only in exceptional circumstances (eg: the completion of a substitute task is not feasible, would be unreasonable, or when a task is too difficult to duplicate) the Principal may authorise an estimate for a task that has not been completed by the student. The estimate will be calculated in consultation with a Deputy Principal, Head Teacher KLA and Course Teacher. In all other cases, when a candidate fails to complete an assessment task by the due date, a zero may be recorded for that task.

3. Attendance

If away from school on any school day, it is the student's responsibility to speak with their teacher/s about the work that was missed. Thus, students are expected to actively seek out missed work by making immediate contact with their teachers after returning to school.

Suspension

Unless forbidden by the Principal a suspended student is required to **attend school during the time in which the Assessment Task is being conducted**. If the Assessment Task is in the form of a written submission, the student must arrange for it to be emailed, faxed or handed to the class teacher or relevant KLA Head Teacher and recorded in the subject period on the due date. Failure to comply with the above may result in a zero (0) mark being awarded for the task.

4. Malpractice

Any behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including **plagiarism**, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC.

Examples of malpractice include, but are not limited to, the following:

- Speaking to any person other than a supervisor during an examination/assessment task
- Behaving in any way likely to disturb the work of any other candidate or upset the conduct of an examination / assessment task
- Attending an examination / assessment task while under the influence of alcohol or illegal drugs
- Taking into an examination room any books, notes, any paper, or any equipment other than the aids specified in the Course Requirements. A list of specific aids will be issued before each examination / assessment task
- Taking mobile phones, electronic dictionaries or other electronic devices, except an approved calculator into the examination room
- 'Plagiarism is when a candidate submits in whole or part work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.' (NESA)

The use of Artificial Intelligence (AI) in assessments

The unauthorised or unacknowledged use of AI in assessments is a form of cheating and **will be considered plagiarism**. Students must never copy work generated by AI tools and submit it as their own work. When unauthorised use of AI in assessments is determined, this may result in a zero (0) mark being awarded for the task. Note - many writing assistance tools (eg Grammarly) are AI-based and are to be avoided. Using these can lead to your work being flagged by our AI detection software. Please use Word/Google Docs spelling and grammar checking tool instead.

You may only use artificial intelligence and writing assistance tools in assessment tasks if you are explicitly permitted and/or instructed to do so to by the Course teacher. When this occurs, you must also acknowledge this in your work, either in a footnote or an acknowledgement section.

Students should anticipate submitting all research and hand-in tasks via Turnitin, and that such tasks will be subject to Turnitin's AI detection tool. If unauthorised use of AI is suspected, it is the student's responsibility to prove the originality of their work. In doing so, they may be asked to:

- Provide drafts of your work.
- Meet with the Assessment Review Team to explain how you prepared your assignment.

Therefore, it is the student's responsibility to keep a record of the ongoing work they have completed on hand-in assessment tasks. As such, it is highly recommended that students work in a cloud-based platform (e.g. Google Docs) should they be required to produce evidence of the originality of their work.

Proven malpractice, plagiarism and/or dishonesty will result in the AWARD OF ZERO for that task, and subject to the Principal's recommendation could jeopardise the student being awarded an HSC.

If the Principal is convinced that a student has attempted to gain an unfair advantage over other students by not completing or performing an assessment task at the due time and date, a zero will be awarded irrespective of the excuse or the submission of a Doctor's Certificate.

5. Non-Completion of Course Criteria

N-Warning Letters

Students may be issued with an N-Warning letter if not applying themselves with **diligence and sustained effort**. At SIHS, students are expected to complete homework, engage in lessons and respond to teacher feedback. This letter will explain what the student must do to meet the requirements of the course and the date by which the required work is to be submitted. Students who receive a second N-Warning letter in a course may receive an N-Determination. Students who receive an N-Warning letter should do the required work to their ability and submit it by the due date. Parents are invited to contact the school to discuss the issue with the teacher.

N-Determination

Students who receive TWO or more N-Warning letters may be N-Determined for a course. If this happens the student will be told near the end of Term 3 of their Year 12 year that they will not be given credit for completing that course (or courses).

Review of N-Determination

Students will be notified in writing of an N-Determination decision. SIHS will follow the NESAs procedures for N-Determinations including the NESAs appeals process. Appeal forms will be issued to students when notified of an N-Determination. An N-Determination that is not successfully appealed will lead to the student not achieving that course and may result in the student being ineligible for the HSC or ATAR in that year. This may lead to the student having too few units to be credited with an HSC Certificate.

It is recommended that a student with an N-Determination in a course sit the HSC examination in that course especially if the N-Determination decision is being appealed.

Non-Attempts and Non-Serious Attempts at Tasks

A non-attempt is given a zero mark. An attempt considered as non-serious may be regarded as a non-completed task, and a zero mark may be given. This may result in an N-warning letter.

Unsatisfactory Progress and Attendance

Poor attendance and unsatisfactory progress are closely linked. Where attendance in a course falls below 85% without satisfactory explanation or when progress is not commensurate with ability N-Warning letters may be issued and/or an Improvement Program may be initiated. ***Continued unsatisfactory progress or attendance may lead to the student being withdrawn from a course or from the school.***

Frequently Asked Questions – What Do I Do IF ...

Absent on the day of notification of an assessment task

Following all absences from school the onus is on the student to find out what work and assessment notifications they missed.

Late arrival on the day of an assessment task

School records must show that a student attended all lessons prior to the task on the day the assessment task is due. This is to ensure that no student is trying to get an unfair advantage. Failure to attend classes on the day of an assessment task prior to the task may result in a reduced mark or zero being awarded.

Late arrival to a task

Students who arrive late to a task may not be given additional time. It is the responsibility of students to ensure they get to the assessment task on time. This may mean catching earlier transport to avoid delays.

Handing in “At Home” tasks

Unless otherwise stated by the teacher, “At-Home” tasks must be handed in at the start of the lesson for that course on the due date.

Absence on the day of an In-class assessment task due to illness or other unforeseen circumstances

Provide the “Explanation of Absence” form and other documentation (such as Medical Certificate) to the KLA Head Teacher of the subject at the **beginning of the first day of return to school**. Students should arrive at school prepared to sit the missed task or alternative task.

Illness / Misadventure on the day of an assessment task

If a student feels well enough to sit a task but believes that their performance will be diminished by very recent illness / misadventure the student should notify the KLA Head Teacher prior to the task and complete an "Illness/Misadventure" form immediately after the task (to be handed to the KLA Head Teacher).

Requesting leave of absence on the day of an in-class assessment task

Use the "Explanation of Absence" form. Should special circumstances arise where a student is aware they will be absent on the day of an assessment task, they must request leave from the Principal and if granted, must notify the KLA Head Teacher as soon as possible so that arrangements can be made for the task or an alternative task to be done. Under exceptional circumstances the Principal may authorise the use of an estimated mark.

Absence on the day of a Hand-In Assessment Task

Use the "Explanation of Absence" form

If a student is away from school on the day of a hand-in task, it is their responsibility to arrange for someone to fax, email or deliver their work to the school. Their work should be accompanied with the completed "Explanation of Absence" Form.

If the absence is due to a medical condition that prevented them from completing the task, they must hand in what has been completed on the due date. The balance of the task (if completed while absent) should be handed to the KLA Head Teacher as soon as the student returns to school with the "Explanation of Absence" and "SIHS Medical Certificate" attached to the front of the task. **Doctor's Certificates from pharmacies and/or online certificates are unacceptable.**

If the student **is not able to** complete any of the task, due to the nature of their illness, they must submit the "Explanation of Absence" form and "SIHS Medical Certificate" along with any other appropriate documentation to the KLA Head Teacher at the start of their first day back to school and make arrangements to do the task or alternative task.

Long Term Illness

Complete the "Notification of Long Term Illness" form and give it to the Deputy Principal. Chronic illness (such as Glandular Fever or Chronic Fatigue) is not in itself accepted by NESA for estimating marks. Students can apply for special consideration when they applying for university courses. In certain circumstances, select long-term illnesses may qualify for Disability Provisions. This depends on the individual student circumstances and the functional evidence provided. Eligibility for Disability Provisions should be sought from the Head Teacher of Inclusive Education. Contact can be made via email: daniel.moller3@det.nsw.edu.au

Querying the mark given for an assessment task

An appeal or review will look at the procedures used in the assessment but will not question the judgement of the teacher. Students may ask the relevant KLA Head Teacher for clarification of the mark awarded.

Work on assessment tasks during class time

Students must not miss classes to complete assessment tasks and major works for other courses without prior approval of the relevant KLA Head Teachers.

Do you have to complete non-assessment assignments and homework?

YES. One of the conditions of completing a course satisfactorily is that the student "must apply themselves with diligence and sustained effort to the set tasks and experiences in the course provided by the school". Failure to complete homework and assignments may lead to N-warnings being given for unsatisfactory participation.

Disability Provisions for assessment tasks

Students who believe they could be eligible for special provisions (eg rest breaks, writer etc) should apply to the Learning and Support Teacher. Students with Disability Confirmations from a medical professional should provide a copy with their application. I think I may be eligible for Disability Provisions. Students and families should refer to Page 4 of this document for further information on Disability Provisions process. If students and families require further information around eligibility, they should contact the Head Teacher of Inclusive Education: daniel.moller3@det.nsw.edu.au

Year 11 TAFE assessment – A message from the Careers Adviser

At some stage in your Year 12 studies you may start to reassess your chosen course of study from ATAR to non ATAR and vice versa. This could be because you have changed your career choice, are struggling with a school subject or simply want to try out a TAFE course.

It is possible for Year 12 students to do a 1-year TAFE course that counts 2 units towards the HSC. You attend TAFE on Tuesday afternoon from 2-6pm. If it is a TAFE course run at St Leonards TAFE on 1 evening per week from 5.30-9.30pm then it is possible to have those units counted towards the ATAR and the HSC (since the Preliminary and HSC is combined into 3 terms). Students should keep in touch with the Careers Adviser if at any time you are seeking to drop or pick up a subject.

TAFE is an adult learning environment and attendance, performance and behaviour at TAFE is strictly monitored, so if you are not fully committed to your TAFE course you may be issued with N-award warnings followed by an N-Determination, which means you will be unable to continue in that course and will lose the associated units. This could mean you are ineligible to obtain the HSC.

If you are unable to attend TAFE for any reason it is your responsibility to notify your TAFE teacher and seek a doctor's certificate. The school will not inform the TAFE teacher on your behalf. All matters concerning attendance and assessment at TAFE need to be negotiated by students and parents directly with TAFE. The Careers Adviser can provide you with details of the relevant TAFE contact person.

Any student who is not yet 17 years of age and wishes to leave school, either to work or study or start an apprenticeship or traineeship, will need to follow the school clearance procedures. This means you will need a letter from your employer or course provider to say you will be working or studying at least 25 hours per week.

Note: This option is not open to International Students. TAFE will have their own assessment rules.

2024 Illness/Misadventure Application

A student who was absent from an assessment task or believes that circumstances occurring immediately prior to or on the day of an assessment task, and which were beyond their control, leading to a possible diminished result in the task, should complete this application and give it to the **KLA Head Teacher** of the subject affected.

PART 1 - Eligibility Check

The following circumstances are not eligible reasons for an illness/misadventure application. Please check and confirm that none of these circumstances are the reason for your application.

- Unapproved leave from school during term time
- Difficulties in or loss of preparation time, e.g. due to an earlier/pre-existing illness
- Long-term illnesses, e.g. glandular fever, unless you suffer a flare-up during the exam
- The same grounds for which you received disability provisions, except for other difficulties during the exam
- Alleged deficiencies in teaching, e.g. extended teacher absences
- Loss of study time or facilities throughout the year
- Misreading assessment details or instructions
- Other commitments, such as participation in entertainment, family holiday or work, or attendance at exams conducted by other education organisations.

I confirm:

None of the circumstances listed above are the reason for this application.

* Students with a long-term illness should apply to the Learning and Support Teacher for disability provisions. This illness/misadventure application can be completed for unexpected relapses of a long-term condition.

** The above circumstances may be covered by other appeals mechanisms. Please see your KLA Head Teacher for further information.

PART 2 - Student and Assessment Details

Student's name: _____	Roll Call: _____
Assessment task/s affected: _____	
Date of assessment task/s: _____	
Was the task completed? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, when did you submit or sit the assessment? _____	
What is the reason for this application?	
<input type="checkbox"/> Illness (complete FORM A) <input type="checkbox"/> Misadventure (complete FORM B)	
Student's signature: _____	Date: __/__/__
Parent's signature: _____	Date: __/__/__

Yarrabung Road, St Ives, NSW, 2075

Phone: 9144 1689 Email: stives-h.school@det.nsw.edu.au

FORM A - Independent Evidence of Illness

This form is to be taken to the Office and the relevant KLA Head Teacher

MEDICAL CERTIFICATE to be completed by Doctor

Doctor's Name: _____ Date: ____/____/____

Address: _____

I certify that on the above date I examined _____
 (Patient's name)

→ The patient is suffering from _____
(Diagnosis provided with patient's consent where possible)

→ The patient is suffering from a medical condition of a confidential nature.

In my opinion this condition will affect the completion of the following: (please tick)

	In minor way	Moderately	Severely
Class attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the period: _____ to _____

Examinations: The student is unable to sit for examinations on: _____

How may this illness affect the student's performance:

Doctor stamp (include provider number)

Signature of medical practitioner

Yarrabung Road, St Ives, NSW, 2075

Phone: 9144 1689 Email: stives-h.school@det.nsw.edu.au

FORM B - Other Evidence of Misadventure

This form should be completed by a student who has experienced an unexpected circumstance that has led to absence from an assessment or believes that circumstances immediately prior or during the examination have led to a diminished result. Eg. Death in the family.

Student name:	
Date of misadventure:	
Please describe in your own words, the misadventure that has been experienced. Include as much detail about the circumstances, answering the questions: what, where, how, and why the event or situation (as per prompts below) has affected their assessment performance or ability to complete.	
What happened?	
Where and when did it occur?	
How did this impact your ability to complete the task?	
Student's signature:	
Parent's signature:	

PART 3 - Outcome (Head Teacher use ONLY)

Date application received: ___/___/___

Application outcome:

Approved

Not approved

Additional notes and/or next steps:

Date: ___/___/___

Date student informed: ___/___/___

Appeal to the SIHS Review Team requested by student: Yes No

KEY LEARNING AREA

CREATIVE ARTS

Subject

Music Course 1

Music Course 2

Music Extension

Visual Arts

KEY LEARNING AREA: CREATIVE ARTS

SUBJECT: MUSIC COURSE 1

COURSE DESCRIPTION

This course provides students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context, and to emerge as musically sensitive and capable individuals.

ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Composition Task and Aural Analysis: Topic 1 Submission of an arrangement for a small ensemble featuring their instrument and a conceptual analysis of their musical decision making	Musicology Task Submission of a written response using concept- based analysis of performances of TWO pieces from their HSC performance repertoire	Half-Yearly Examination Aural Skills Examination Presentation of ONE elective performance or elective composition portfolio or elective musicology viva voce outline	Core Performance Presentation and Elective Options for Topics 2 and 3 Presentation of core performance plus 2 electives: performance and/or composition portfolio and/or musicology outline and viva voce	Trial HSC Examination Aural Skills Examination Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce	
	Term 4, Week 9	Term 1, Week 6	Term 1 – Exam Block	Term 2, Week 7	Term 3, Week 3/4	
	Outcomes assessed H3, H7, H4	Outcomes assessed H4, H6, H8	Outcomes assessed H1-8*	Outcomes assessed H1–8*	Outcomes assessed H1–8*	
Performance				5	5	10
Composition	10					10
Musicology		10				10
Aural	5		10		10	25
Electives			15	15	15	45
Total %	15	10	25	20	30	100

Note: Assessment dates subject to change

KEY LEARNING AREA: CREATIVE ARTS**SUBJECT: MUSIC COURSE 2****COURSE DESCRIPTION**

The study of music within this course will involve an integrated approach that explores the relationships between Performance, Composition, Musicology and Aural. In the HSC Course, students study the mandatory topic *Music of the Last 25 Years (Australian Focus)* plus one additional topic of their choice.

ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Composition Draft and Aural Skills Test Mandatory Topic: Music of the last 25 Years (Australian Focus) Submit composition portfolio work in progress including stylistic awareness In class aural assessment	Half-Yearly Examination Core Performance for Mandatory Topic Musicology and Aural Skills Examination Presentation of elective performances or submission of elective composition or musicology portfolio	Presentation of Core Performance Mandatory Topic: Music of the last 25 Years (Australian Focus) Solo or ensemble performance and sight singing Submit composition portfolio (work in progress)	Presentation or Submission Additional Topic Presentation of elective performances or elective composition portfolio or elective musicology portfolio	Trial HSC Examination Musicology and Aural Skills Examination Performance of all repertoire for the mandatory and additional topics	
	Term 1, Week 5	Term 1 – Exam Block	Term 2, Week 2	Term 2, Week 8	Term 3, Week 3/4	
	Outcomes assessed H2, H4, H5	Outcomes assessed H1-8	Outcomes assessed H1	Outcomes assessed H1–8*	Outcomes assessed H1–8*	
Performance		5	10		5	20
Composition	10		10			20
Musicology		10			10	20
Aural	5	5			10	20
Elective		5		10	5	20
Total	15	25	20	10	30	100

*Teachers will select appropriate outcomes based on Elective options selected by each student.

Note: Assessment dates subject to change

2023-2024 HSC Assessments: Page 3

KEY LEARNING AREA: CREATIVE ARTS**SUBJECT: MUSIC EXTENSION****COURSE DESCRIPTION**

Students **specialise** in either Performance, Composition or Musicology providing an opportunity to pursue excellence in a particular area of interest and expertise as well as expanding their aural awareness and musical understanding. Tasks may be negotiated with the teacher to allow for individual interest and areas of specialisation.

ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	Description Viva Voce on interpretation of TWO pieces from your selected repertoire and similar repertoire from the composer/topic	Description Presentation of repertoire and reflection of own concert practice	Trial HSC Examination Performance of full extension program	
	Term 1, Week 4	Term 2, Week 5	Term 3, Week 3/4	
	Outcomes assessed Ext 3	Outcomes assessed Ext 6	Outcomes assessed Ext 1	
Performance	20	40	40	100
Total %	20	40	40	100

This has been compiled on the basis of PERFORMANCE extension.

KEY LEARNING AREA: CREATIVE ARTS**SUBJECT: VISUAL ARTS****COURSE DESCRIPTION :**

Visual Arts covers the practices of artmaking, art criticism and art history. Students develop a body of work in Year 12 that reflects their knowledge and understanding of art practice and demonstrates their ability to resolve a conceptually strong work. This process is supported by their Visual Arts Process Diary. Students investigate Artists Practice, the Conceptual Framework (artist/artwork/audience/world) and the Frames (subjective, structural, cultural and post-modern) as a means of demonstrating understanding of art from a variety of viewpoints in both their practical and theoretical studies.

ASSESSMENT SCHEDULE

Students should check with the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.

Outcomes H1 to H12	Components (Syllabus)	Weightings (Syllabus) 100%	Task 1	Task 2	Task 3	Task 4	Task 5
			Date: Week 1 Term 1	Date: Week 10 Term 1	Date: Week 7 Term 2	Date: Week 1 Term 3	Date: Week 3 Term 3
			Description VAPD submission Ideas for Body of Work	Description Half Yearly Examination Section1 &2	Description Case Study A Post Modern Artist Research and essay	Description Body of Work Submission supported by VAPD	Description Trial Exam
H1, H2, H3, H4, H5, H6	Art Practice/ Art making –the Body of Work Conceptual strength and meaning, resolution and representation	50	15			35	
H7 H8 H9 H10	Art Criticism and Art History, Historical /Critical Practice	50		10	20		20
	Marks	100	15	10	20	35	20

Note: Assessment dates subject to change

KEY LEARNING AREA

ENGLISH

Subjects

Drama

English Studies

English Standard

English Advanced

English Extension Course 1

English Extension Course 2

English as a Language and/or Dialect (EAL/D)

KEY LEARNING AREA: ENGLISH

SUBJECT: DRAMA

COURSE DESCRIPTION

The HSC Drama course comprises:

- **Australian Drama and Theatre** (core component): Contemporary Australian Theatre Practice - *Stolen* by Jane Harrison & Neighbourhood Watch, by Lally Katz
- **Studies in Drama and Theatre:** TBA
- **Group Performance** (core component)
- **Individual Project**
-

ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	Total Weighting
Task Description	Performance and Written Task	Performance and Essay	Individual Project & Logbook	Group Performance & Logbook	Trial HSC Examination	
Module	Australian Drama and Theatre (Core Study) Topic 1: Contemporary Australian theatre Practice	Studies in Drama and Theatre Topic: Significant Plays of the 20 th Century	Individual Project	Group Performance	Written Examination	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 1	Term 2, Week 10	Term 3, Trial Period	
Outcomes	H:1.1, 1.2, 1.3, 1.5,1.7,1.9, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	H:1.1, 1.2, 1.3, 1.5,1.7,1.9, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	H:1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.4, 3.2, 3.3, 3.5	H:1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.5	H: 3.1, 3.2, 3.3, 3.4	
Weighted Marks	20%	20%	20%	25%	15%	100

Note: Assessment dates subject to change

2023-2024 HSC Assessments: Page 7

KEY LEARNING AREA: ENGLISH

SUBJECT: ENGLISH STUDIES

COURSE DESCRIPTION

This course consists of a Mandatory Module and two additional Modules:

Mandatory Module: Texts and Human Experiences - Film: Billy Elliot

Module C: On the Road – English and the experience of travel

Module B: Telling us all about it – English and the Media

ASSESSMENT SCHEDULE

Students should check with the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.

Task Number	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Description	Assessment 1: Multimodal Presentation	Assessment 2: Research Task	Assessment 3: Portfolio Task	Assessment 4: Trial HSC	
Module	Mandatory Module: Text and Human Experiences	Module C: On the Road – English and the Experience of Travel	Mandatory Module: Text and Human Experiences Module C: On the Road – English and the Experience of Travel Module B: Telling us all about it – English and the Media	Mandatory Module: Text and Human Experiences Module C: On the Road – English and the Experience of Travel Module B: Telling us all about it – English and the Media	
Timing	Term 1 Week 2	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3-4	
Outcomes	ES12-5, ES12-8	ES12-1, ES12-3	ES12-6, ES12-7, ES12-10	ES12-2, ES12-4, ES12-9	
Weighted Marks	25%	25%	30%	20%	100

Note: Assessment dates subject to change

KEY LEARNING AREA: ENGLISH**SUBJECT: ENGLISH STANDARD**

This course consists of a Common Module and three additional Modules:

Common module – Texts and Human Experiences - Film: “Billy Elliot” (Stephen Daldry)

Module A: Language, Identity and Culture - Prose Fiction: Henry Lawson Short Stories ‘The Drover’s Wife’; ‘The Union Buries its Dead’; ‘Shooting the Moon’; ‘Our Pipes’; ‘The Loaded Dog’

Module B: Close Study of Literature - Poetry: Noonuccal, Oodgeroo: ‘The Past’; ‘China Woman’; ‘Reed Flute Cave’; ‘Entombed Warriors’; ‘Visit to Sun Yat-Sen Memorial Hall’; ‘Sunrise on Huampu River’; ‘A Lake Within a Lake’

Module C: The Craft of Writing – Selected model texts from the Prescriptions List.

ASSESSMENT SCHEDULE

Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.

Task Number	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Description	Assessment 1: Multimodal Presentation	Assessment 2: Essay	Assessment 3: Hand-in Writing Portfolio	Assessment 4: Trial HSC	
Module	Common Module: Text and Human Experiences	Module A: Language, Identity and Culture	Module C: The Craft of Writing	Paper 1: Common Module (Section 1: Short Answer Questions - 2.5% and Section 2: Sustained Response - 2.5%) Paper 2: Module A and B (Section 1: Module A Sustained Response - 5%, Section 2: Module B Sustained Response - 15% and Section 3: Module C response - 5%)	
Timing	Term 4, Week 10	Term 2, Week 2	Term 2, Week 7	Term 3, Week 3-4	
Outcomes	EN12-1, EN12-2, EN12-3	EA12-6, EA12-8	EA12-4, EA12-9	EA12.5, EA12.7	
Weighted Marks	25%	25%	20%	30%	100

KEY LEARNING AREA: ENGLISH**SUBJECT: ENGLISH ADVANCED**

This course consists of a Common Module and three additional Modules:

Common module – Texts and Human Experiences - Novel: “Nineteen Eighty Four” by George Orwell

Module A: Textual conversations - Poetry: Ted Hughes “Birthday Letters” and Sylvia Plath “Ariel” (Selected Poems)

OR Poetry (p) and film (f) Keats, John, *The Complete Poems*, Penguin Classics, 1988, ISBN: 9780140422108 (p)

‘La Belle Dame sans Merci’, ‘To Autumn’, ‘Bright star! would I were steadfast as thou art’, ‘Ode to a Nightingale’, ‘Ode on a Grecian Urn’, ‘When I have fears that I may cease to be’, ‘The Eve of St Agnes, XXIII’ **AND** Campion, Jane, *Bright Star*, Roadshow, 2009 (f)

Module B: Critical study of literature - Shakespearean Drama: “King Henry IV Part 1”

Module C: The Craft of Writing – Selected model texts

ASSESSMENT SCHEDULE

Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.

Task Number	Task 1	Task 2	Task 3	Task 4	Total Weighting
Task Description	Assessment 1: Critical essay	Assessment 2: Comparative Essay	Assessment 3: Multimodal Presentation	Assessment 4: Trial HSC	
Module	Common Module: Text and Human Experiences	Module A: Textual conversations	Module C: The Craft of Writing	Paper 1: Common Module (Section 1: Short Answer Questions - 2.5% and Section 2: Sustained Response - 2.5%) Paper 2: Module A and B (Section 1: Module A Sustained Response - 5%, Section 2: Module B Sustained Response - 15% and Section 3: Module C response - 5%)	
Timing	Term 4, Week 10	Term 2, Week 2	Term 2, Week 7	Term 3, Week 3-4	
Outcomes	EA12-1, EA12-2, EA12-3	EA12-6, EA12-8	EA12-4, EA12-9	EA12.5, EA12.7	
Weighted Marks	25%	25%	20%	30%	100

Note: Assessment dates subject to change

COURSE DESCRIPTION

Common Module: Literary Worlds

In this module students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.

values and assumptions have an impact on making meaning of those representations.

Elective 4: Literary Mindscapes In this elective, students explore and evaluate how literary texts can invite responders to engage with the interior worlds of individuals and how they perceive, think and feel about themselves and the societies in which they live. They analyse how texts communicate notions of identity and alternative ways of being and thinking through representations of the mind, including desires, motivations, emotions and memories. Students consider how these diverse textual representations enable the responder to experience insight into the lives of other groups and individuals, and other times and places. Students critically evaluate the values and assumptions embedded in texts and consider their own in relation to issues reflected in texts. They reflect on the ways in which study of the texts may influence their own sense of identity.

Prescribed Texts:

Mansfield, Katherine, *The Collected Stories: Prelude; Je ne Parle pas Francais; Bliss; Psychology; The Daughters of the Late Colonel*

Dickinson, Emily, *The Complete Poems 'I Felt a Funeral in my Brain'; 'This is my letter to the world'; 'I Died for beauty – but was scarce'; 'I had been hungry all the years'; 'Because I could not stop for Death'; 'My life had stood – a loaded gun'; 'A word dropped careless on the page'.*

William Shakespeare, "Hamlet"

ASSESSMENT SCHEDULE

Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.

Task Number	Task 1	Task 2	Task 3	Total Weighting
Task Description	Imaginative Response	Critical Response	Trial HSC Exam	
Timing	Term 4 Week 10	Term 2 Week 6	Term 3 Weeks 3-4	
Outcomes	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	
Weighted Marks	30%	40%	30%	100%

COURSE DESCRIPTION

In the English Extension 2 course students are required to complete a Major Work. This involves students undertaking extensive independent investigation involving a range of complex texts during the composition process. Students document their process in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia

ASSESSMENT SCHEDULE

Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.

Task Number	Task 1	Task 2	Task 3	FINAL SUBMISSION	Total Weighting
Task Description	Viva Voce	Literature Review	Critique of creative process	Final Submission: Major Work and Reflection Statement	
Timing	Term 1 Week 2	Term 1 Week 9	Term 2 Week 6	Term 3 Week 5	
Outcomes	EEX12-1, EEX12-4, EEX12-5	EEX12-2, EEX12-3, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	
Weighted Marks	30%	40%	30%	100%	

KEY LEARNING AREA: ENGLISH

SUBJECT: ENGLISH AS AN ADDITIONAL LANGUAGE AND/OR DIALECT (EAL/D)

ASSESSMENT SCHEDULE

Task number	Task 1 - 2023	Task 2 - 2024	Task 3 - 2024	Task 4 - 2024	
Nature of task	<p>Speech</p> <p>Written Transcript</p> <p>Presentation</p>	<p>Half Yearly Examination</p> <p>1 written paper</p> <p>Listening paper</p> <p>Self-reflection</p>	<p>Design your own exam paper</p> <p>Design your own paper including texts and questions based on research of requirements for Paper 1 of HSC. Provide sample answers to this paper.</p>	<p>Trial Examination</p> <p>2 written papers</p> <p>Listening paper</p>	
Module	<p>Module A:</p> <p>Human Experience 'Past the Shallows'</p>	<p>Module C:</p> <p>Close Study of Text 'Wasteland'</p> <p>Module D:</p> <p>Focus on Writing</p>	<p>Module B:</p> <p>Language Identity and Culture 'Shafana and Aunt Sarrinah' and</p> <p>Module D:</p> <p>Focus on Writing</p>	<p>All modules</p>	
Timing	<p>Draft Transcript: T4, Week 7</p> <p>Final Transcript: T4, Week 9</p> <p>Presentation: T4, Week 10</p> <p>In class task</p>	<p>Term 1, Exam period</p> <p>Examination</p>	<p>Term 3, Week 1</p> <p>Hand in task</p>	<p>Term 3, Exam period</p> <p>Examination</p>	
Outcomes assessed	1B, 3, 7	2, 8	1A, 4, 9	5, 6, 8	
	Components				Weighting %
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	10	20	15	50
Total %	20	20	30	30	100

Note: Assessment dates subject to change

KEY LEARNING AREA

HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)

Subjects

Ancient History
Business Studies
Economics
Extension History
Geography
Legal Studies
Modern History
Society and Culture
Work Studies

KEY LEARNING AREA: HSIE

SUBJECT: ANCIENT HISTORY

COURSE DESCRIPTION

Through a study of Ancient Rome and Egypt, students acquire knowledge and understanding of historical skills, analyse values and attitudes essential to an appreciation of the ancient world, hopefully develop a lifelong interest and enthusiasm for ancient history and are better prepared for informed active citizenship in the contemporary world.

ASSESSMENT SCHEDULE

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3	Task 4
		Date: Week 7, Term 4	Date: Weeks 9-10, Term 1	Date: Week 7, Term 2	Date: Weeks 3-4, Term 3
		Description Core (45 min)	Description Half Yearly Examination: Core & Historical Period (1.5 hours)	Description: Personalities in their Times (45 min)	Description Trial HSC Exam, all topics (3 hours)
		Outcomes: AH12-1, AH12-6, AH12-7, AH12-9, AH12-10	Outcomes: AH12-1, AH12-3, AH12-5, AH12-7, AH12-9	Outcomes: AH12-3, AH12-4, AH12-6 AH12-7, AH12-8, AH12-9	Outcomes: AH12-1, AH12-3, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10
Knowledge and understanding of course content	40	5	15	5	15
Historical skills in the analysis and evaluation of sources and interpretations	25	5	5	5	10
Historical inquiry and research	15			15	
Communication of historical understanding in appropriate forms	20		5	5	10

Note: Assessment dates subject to change

Marks	100	10	25	30	35
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KEY LEARNING AREA: HSIE

SUBJECT: BUSINESS STUDIES

COURSE DESCRIPTION

This course attempts to achieve an understanding of the functioning of business in Australia. It examines operations, marketing, finance and Human Resources.

ASSESSMENT SCHEDULE

Components (Syllabus)	Weightings (Syllabus) [Actual]	Task 1	Task 2	Task 3	Task 4
		Date: Week 8 Term 4,	Date: As per exam schedule, Term 1	Date: Term 2, Week 8, Term 2	Date: Exam weeks, early Term 3
		Description Operations: In class topic- test, MC questions and essay style extended response	Description Half-yearly examination. Operations and Finance topics. Multiple Choice, short answer questions and Business Report.	Description Human resources: in- class task. Short answer and essay extended response.	Description Trial HSC – full paper, all sections.
		Outcomes: H2, H8, H4, H9	Outcomes: H1, H2, H3, H4, H5, H6, H8, H9, H10	Outcomes: H1, H2, H3, H4, H5, H6, H7	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge and understanding of course content	40	10	10	10	10
Stimulus-based skills	20		10		10
Inquiry and research	20	10		10	
Communication of business information, ideas and issues in appropriate forms	20		5	5	10
Marks	100	20	25	25	30

Note: Assessment dates subject to change

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KEY LEARNING AREA: HSIE**SUBJECT: ECONOMICS****COURSE DESCRIPTION**

The study of Economics can help individuals, groups and societies make choices that assist them to improve their quality of life. Economic issues dominate the media and politics and by understanding economic issues, students can make informed judgment about contemporary issues and policies that can be used to address them, e.g. issues include globalisation, unemployment, inflation, foreign debt, tax reform, world trade, environmental protection.

ASSESSMENT SCHEDULE

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1, Term 4, Week 8	Date: Term 1 Term 1, as per exam period	Date: Term 2 Term 2, Week 9	Date: Term 3 Term 3, School Exam Period
		Description Research and related in- class extended response: The Global Economy	Description Half-Yearly examination	Description: Research Task Economic policies and management: Research, interpretation, application and communication	Description Trial HSC Exam
		Outcomes: H2, H4, H5, H9, H10	Outcomes: H1, H2, H3, H4, H10	Outcomes: H6, H7, H8, H9, H10	Outcomes: H1, H2 H3, H4, H5, H6 H7, H8, H10, H11
Knowledge and understanding of course content	40	5	10	10	15
Stimulus-based skills	20			10	10
Inquiry and research	20	10	5	5	
Communication of economic information, ideas and issues in appropriate terms	20	5	5	5	5
Marks	100	20	20	30	30

Note: Assessment dates subject to change

KEY LEARNING AREA: HSIE**SUBJECT: EXTENSION HISTORY****COURSE DESCRIPTION**

Extension History enables students to evaluate the ideas and processes used by historians to produce history and to apply what they have learned to enquire into areas of historical interest with increasing independence. They have an open choice for their major historical research work. They also complete one case study.

ASSESSMENT SCHEDULE

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3
		Date: Term 1, Week 2 (2024)	Date: Term 2, Week 5	Date: Term 3, As per exam timetable
		Description Historical Process (proposal and process log History Project	Description History Project (Essay and Annotated Bibliography)	Description HSC Trial Exam
		Outcomes: HE12-2,HE12-3 HE12-4	Outcomes: HE12-1, HE12-2 HE12-3 HE12-4	Outcomes: HE12-1 HE12-3 HE12-4
Knowledge and understanding about significant historiographical ideas and processes	40	10	10	20
Skills in designing, undertaking and communicating historical inquiry and analysis	60	20	30	10
Marks	100	30	40	30

Note: Assessment dates subject to change

KEY LEARNING AREA: HSIE**SUBJECT: GEOGRAPHY****COURSE DESCRIPTION**

Geography is an investigation of the world, both its varied physical characteristics and its people. Students study both physical and human geography by investigating contemporary issues and exploring effective management. With a strong grasp of geography, students will be well-prepared to explore issues as informed citizens of a changing world.

ASSESSMENT SCHEDULE

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, Week 8	Date: Term 1, As per half-yearly exam timetable	Date: Term 2, Week 8/9	Date: Term 3, examination period
		Description Ecosystems at Risk (short- answer topic test)	Description Half-yearly examination based on Urban Places/Ecosystems at risk and Geographic Skills	Description Urban places: Urban Dynamics topic (Research assignment)	Description Trial HSC Exam
		Outcomes: H1, H8, H9, H10, H11, H13	Outcomes: H1, H2, H5, H6, H7, H10, H11	Outcomes: H1, H8, H9, H10, H11, H12, H13	Outcomes: H1, H2, H3, H4, H5, H6, H7, H10, H11, H12, H13
Knowledge and understanding of course content	40	10	10	5	15
Geographical tools and skills	20	5		10	5
Geographical inquiry and research, including fieldwork	20		10	5	5
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	5	5
Marks	100	20	25	25	30

KEY LEARNING AREA: HSIE**SUBJECT: LEGAL STUDIES****COURSE DESCRIPTION**

Legal Studies is designed to equip the student with a knowledge and understanding of the legal system so they can become a more involved member of society. There is a domestic and international component of the course, that involves focus studies such as crime and human rights.

ASSESSMENT SCHEDULE

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 Week 10	Date: Term 1 Examination Period	Date: Term 2 Week 8	Date: Term 3 Examination Period
		Description Crime - Report	Description Half Yearly Exam - Crime Essay & World Order Essay	Description Media File	Description Trial HSC Exam
		Outcomes: H1, H4, H5, H6, H7, H8, H9, H10	Outcomes: H1, H2, H3, H4, H5, H6, H7, H9, H10	Outcomes: H2, H3, H4, H5, H6, H7, H8, H9	Outcomes: H1, H2, H3, H4, H5, H6, H7, H9, H10
Knowledge and understanding of course content	55	10	15	10	20
Research	30	10		20	
Communication	15		5		10
Marks	100	20	20	30	30

Note: Assessment dates subject to change

KEY LEARNING AREA: HSIE**SUBJECT: MODERN HISTORY****COURSE DESCRIPTION**

Modern History is a course designed to enable students to acquire knowledge and understanding, the skills of critical analysis and synthesis, and values and attitudes essential to an appreciation of the forces that have shaped the modern world.

ASSESSMENT SCHEDULE

Components (Syllabus)	Weightings (Syllabus) %	Task 1	Task 2	Task 3	Task 4
		Date: Week 7 Term 4	Date: Week 8 Term 1	Date: Week 10 Term 2	Date: As per exam timetable Term 3
		Description Core: Power and Authority: Source Analysis test	Description National Study: In class extended essay	Description Conflict Study: Historical Analysis	Description Trial HSC Exam All topics
		Outcomes: MH12-2, MH12-3 MH12-4, MH12-6	Outcomes: MH12-1, MH12-2, MH12-5, MH12-9	Outcomes: MH12-7, MH12-3, MH12-8, MH12-9	Outcomes; MH12-1, MH12-5 MH12-6, MH12-9
Knowledge and understanding of course component	40	10	10	5	15
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5		5
Historical inquiry and research	20			20	
Communication of historical understanding in appropriate forms	20		5	5	10
Marks	100	20	20	30	30

Note: Assessment dates subject to change

KEY LEARNING AREA: HSIE

SUBJECT: SOCIETY AND CULTURE

COURSE DESCRIPTION

The focus of this study is the interactions between societies, cultures and environments both in contemporary societies and societies across time.

ASSESSMENT SCHEDULE

Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, Week 8	Date: Term 1, Week 1	Date: Term 1, Week 9	Date: Term 3, Week 3/4
		Description In class Essay Continuity and Change	Description Viva voce - PIP	Description Half yearly examination	Description Trial Examination
		Outcomes H1, H3 , H5, H7, H9, H10	Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Outcomes H1, H2, H3, H4, H5, H6, H7, H10	Outcomes H1, H2, H3, H4, H5, H6, H7, H10
Knowledge and understanding of course content	50	5	10	15	20
Application and evaluation of social and cultural research methods	30	5	10	5	10
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
Marks	100%	15	25	25	35

Note: Assessment dates subject to change

KEY LEARNING AREA: HSIE

SUBJECT: WORK STUDIES

COURSE DESCRIPTION

The aim of the Work Studies syllabus is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

ASSESSMENT SCHEDULE

Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3
		Date: Term 4, week 9	Date: Term 1, week 6	Date: Term 2, week 10 Work Experience module
		Description Assessing industries on jobs satisfaction and salary.	Description Budgeting and planning	Description Workplace booklet.
		Outcomes: 1, 2, 3, 4, 5	Outcomes: 3, 4, 7, 9	Outcomes: 1, 2, 3, 4, 5, 8
Knowledge and understanding of course content	35	10	15	10
Inquiry and research	30	10	20	
Communication of careers pathways	10	10		
Workplace skills	25		5	20
Marks	100%	30	40	30

Note: Assessment dates subject to change

KEY LEARNING AREA

LANGUAGES OTHER THAN ENGLISH (LOTE)

Subjects

French Beginners

French Continuers

Italian Beginners

Japanese / Persian Continuers

Modern Hebrew

Spanish Beginners

NSW School of Languages and the Secondary College of Languages

KEY LEARNING AREA: LOTE (Languages Other than English)**SUBJECT:** FRENCH BEGINNERS**COURSE DESCRIPTION**

The Year 12 French Beginners course provides an accelerated path to learning French. It is for students who have no or little prior knowledge of learning French and provides students with the opportunity to develop their appreciation of the target culture and language. They will develop a basic ability to communicate in that language. Areas of assessment are listening, speaking, reading and writing.

Students will review the focus areas of Year 11 and focus on the HSC content: School and future aspirations, daily routines, past events, holidays/ travel and tourism.

ASSESSMENT SCHEDULE

Outcomes	Syllabus components	Syllabus weightings in percentages	Task 1	Task 2	Task 3	Task 4
			Date: Term 4 Week 7	Date: Term 1 Week 7	Date: Term 3 Week 1	Date: Term 3 Weeks 3 and 4
			Description: Listening and viewing in Italian and responding in English	Description: Timed preparation with stimulus material and then a speaking conversation with the teacher	Description: Design and HSC examination paper	Description: Trial examination: Speaking in Italian (1 paper) Listening and reading in Italian, answering in English: Writing in Italian (1 paper)
1.1, 1.2, 1.3, 1.4	Speaking	20		10		10
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Listening and responding	30	15		10	5
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Reading and responding	30	10	5	10	5
3.1, 3.2, 3.3, 3.4	Writing	20			10	10
	Marks	100	25	15	30	30

All Year 12 LOTE students will do their HSC Oral examinations in term 3. Notifications are provided to them on Schools online and through their LOTE teachers. NSW School of Languages and Secondary College of Languages students should see Ms Su and Mrs Regan for these documents.

Note: Assessment task requirements are subject to change

Note: Assessment dates subject to change

KEY LEARNING AREA: LOTE (Languages Other than English)**SUBJECT:** FRENCH CONTINUERS**COURSE DESCRIPTION**

The Year 12 French Continuers course builds on the knowledge developed in the junior school. The course will enable students to develop knowledge and understanding of and skills in the target language, linked to cultural values, attitudes and practices and is designed to provide and extend each student's knowledge of language and their ability to communicate in it. Areas of assessment include: Speaking, Reading, Writing and Listening.

The HSC course will cover: School and Future Aspirations; Past Events; Holidays/Travel & Tourism; Current Affairs and Personal Opinions/Reviews

ASSESSMENT SCHEDULE

Outcomes	Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
			Date: Term 4 Week 8	Date: Term 1 Week 6 or 7	Date: Term 3 Week 1	Date: Term 3 Weeks 3/4
			Description Speaking task – Impromptu speech responding to written stimulus with prep time WEEK 8, Dec 2nd	Description Viewing and responding in English and target Language.	Description Design an exam paper task. (Exam sections- not the whole paper)	Description Trial Exam - Listening Speaking Reading Writing (responding in language)
1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	Speaking	20	10			10
3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Listening and responding	30		10	10	10
1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Reading and Responding	30	5	10	10	5
1.2, 2.1, 2.2, 2.3, 4.1, 4.2	Writing	20			15	5
	Marks	100%	15	20	35	30

All Year 12 LOTE students will do their HSC Oral examinations in term 3. Notifications are provided to them on Schools online and through their LOTE teachers. NSW School of Languages and Secondary College of Languages students should see Ms Su and Mrs Regan for these documents.

Note: Assessment task requirements are subject to change

Note: Assessment dates subject to change

KEY LEARNING AREA: LOTE (Languages Other than English)**SUBJECT:** ITALIAN BEGINNERS**COURSE DESCRIPTION**

The Year 12 Italian Beginners course provides an accelerated path to learning Italian. It is for students who have no or little prior knowledge of learning Italian and provides students with the opportunity to develop their appreciation of the target culture and language. They will develop a basic ability to communicate in that language. Areas of assessment are listening, speaking, reading and writing.

Students will review the focus areas of Year 11 and focus on the HSC content: School and future aspirations, daily routines, past events, holidays/ travel and tourism.

ASSESSMENT SCHEDULE

Outcomes	Syllabus components	Syllabus weightings in percentages	Task 1	Task 2	Task 3	Task 4
			Date: Term 4 Week 7	Date: Term 1 Week 7	Date: Term 3 Week 1	Date: Term 3 Weeks 3 and 4
			Description: Listening and viewing in Italian and responding in English	Description: Timed preparation with stimulus material and then a speaking conversation with the teacher	Description: Design and HSC examination paper	Description: Trial examination: Speaking in Italian (1 paper) Listening and reading in Italian, answering in English: Writing in Italian (1 paper)
1.1, 1.2, 1.3, 1.4	Speaking	20		10		10
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Listening and responding	30	15		10	5
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Reading and responding	30	10	5	10	5
3.1, 3.2, 3.3, 3.4	Writing	20			10	10
	Marks	100	25	15	30	30

All Year 12 LOTE students will do their HSC Oral examinations in term 3. Notifications are provided to them on Schools online and through their LOTE teachers. NSW School of Languages and Secondary College of Languages students should see Ms Su and Mrs Regan for these documents.

Note: Assessment task requirements are subject to change

Note: Assessment dates subject to change

KEY LEARNING AREA: LOTE (Languages Other than English)

SUBJECT: JAPANESE / PERSIAN CONTINUERS

COURSE DESCRIPTION

The Year 12 Japanese / Persian Continuers course builds on the knowledge developed in the junior school. The course will enable students to develop knowledge and understanding of and skills in the target language, linked to cultural values, attitudes and practices and is designed to provide and extend each student's knowledge of language and their ability to communicate in it. Areas of assessment include: Speaking, Reading, Writing and Listening.

The HSC course will cover: School and Future Aspirations; Past Events; Holidays/Travel & Tourism; Current Affairs and Personal Opinions/Reviews

ASSESSMENT SCHEDULE

Outcomes	Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
			Date: Term 4 Week 8	Date: Term 1 Week 6 or 7	Date: Term 3 Week 1	Date: Term 3 Weeks 3/4
			Description Speaking task – Impromptu speech responding to written stimulus with prep time WEEK 8, Dec 2nd	Description Viewing and responding in English and target Language.	Description Design an exam paper task. (Exam sections-not the whole paper)	Description Trial Exam - Listening Speaking Reading Writing (responding in language)
1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	Speaking	20	10			10
3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Listening and responding	30		10	10	10
1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Reading and Responding	30	5	10	10	5
1.2, 2.1, 2.2, 2.3, 4.1, 4.2	Writing	20			15	5
	Marks	100%	15	20	35	30

All Year 12 LOTE students will do their HSC Oral examinations in term 3. Notifications are provided to them on Schools online and through their LOTE teachers. NSW School of Languages and Secondary College of Languages students should see Ms Su and Mrs Regan for these documents.

Note: Assessment task requirements are subject to change

Note: Assessment dates subject to change

KEY LEARNING AREA: LOTE (Languages Other than English)

SUBJECT: MODERN HEBREW CONTINUERS

COURSE DESCRIPTION

This course provides opportunities for students to develop their skills and knowledge of Modern Hebrew. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of Modern Hebrew-speaking communities through the study of a range of texts.

- There are three prescribed themes through which topics are explored:
- the individual: personal identity leisure and lifestyles, relationships, education and future aspirations
 - Hebrew-speaking communities: arts and entertainment • current and historical perspectives ways of life in Israel and
 - the changing world: hospitality and tourism, the world of work and social issues

Outcomes	Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
			Date: Term 4 Week 8	Date: Term 1 Week 6 or 7	Date: Term 3 Week 1	Date: Term 3 Weeks 3/4
			Description Speaking task – Impromptu speech responding to written stimulus with prep time WEEK 8, Dec 2nd	Description Viewing and responding in English and target Language.	Description Design an exam paper task. (Exam sections- not the whole paper)	Description Trial Exam - Listening Speaking Reading Writing (responding in language)
1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	Speaking	20	10			10
3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Listening and responding	30		10	10	10
1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Reading and Responding	30	5	10	10	5
1.2, 2.1, 2.2, 2.3, 4.1, 4.2	Writing	20			15	5
	Marks	100%	15	20	35	30

All Year 12 LOTE students will do their HSC Oral examinations in term 3. Notifications are provided to them on Schools online and through their LOTE teachers. NSW School of Languages and Secondary College of Languages students should see Ms Su and Mrs Regan for these documents.

Note: Assessment task requirements are subject to change

Note: Assessment dates subject to change

KEY LEARNING AREA: LOTE (Languages Other than English)

SUBJECT: SPANISH BEGINNERS

COURSE DESCRIPTION

The Year 12 Spanish Beginners course provides an accelerated path to learning each language. It is for students who have no or little prior learning of Spanish and provides students with the opportunity to develop their appreciation of the target culture; language; and develop a basic ability to communicate in that language. Areas of assessment include: Speaking, Reading, Writing and Listening.

Students will address four focus areas: School and Future Aspirations; Daily Routines; Past Events; Holidays/Travel & Tourism;

ASSESSMENT SCHEDULE

<i>Outcomes</i>	<i>Components (Syllabus)</i>	<i>Weightings (Syllabus)</i>	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
			Date: Term 4 Week 8	Date: Term 1 Week 7	Date: Term 3 Week 1	Date: Term 3 Weeks 3/4
			Description Speaking task – Conversation with teacher with stimulus material	Description Viewing and responding in English and target Language.	Description Design an exam paper task.	Description Trial Exam - Listening Speaking Reading Writing (responding in language)
1.1, 1.2, 1.3, 1.4,	Speaking	20	10			10
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Listening and responding	30		15	10	5
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Reading and Responding	30	5	10	10	5
3.1, 3.2, 3.3, 3.4	Writing	20		5	5	10
	Marks	100%	15	30	25	30

All Year 12 LOTE students will do their HSC Oral examinations in term 3. Notifications are provided to them on Schools online and through their LOTE teachers. NSW School of Languages and Secondary College of Languages students should see Ms Su and Mrs Regan for these documents.

Note: Assessment task requirements are subject to change

Note: Assessment dates subject to change

KEY LEARNING AREA: LOTE (Languages Other than English)

NSW SCHOOL OF LANGUAGES and THE SECONDARY COLLEGE OF LANGUAGES

Ms Su is the St Ives High School Liaison teacher for the NSW School of Languages and the Secondary College of Languages.

Students will be provided with their assessment schedules through these two institutions.

These students are responsible for informing Ms Su, the St Ives High School liaison teacher and the Head Teacher LOTE, Mrs Regan about their schedules at the beginning of their HSC studies. This will enable their assessments to be placed on the school calendar and rooming provisions provided for their assessment tasks in a timely and efficient manner.

All Year 12 LOTE students will do their HSC Oral examinations in term 3 and notifications are provided to them on Schools online and through their LOTE teachers. NSW School of Languages and Secondary College of Languages students should see Ms Su and Mrs Regan for these documents.

Note: Assessment task requirements are subject to change

Note: Assessment dates subject to change

KEY LEARNING AREA

MATHEMATICS

Subjects

Mathematics Standard 1
Mathematics Standard 2
Mathematics Advanced
Mathematics Extension 1
Mathematics Extension 2

KEY LEARNING AREA: MATHEMATICS

SUBJECT: MATHEMATICS STANDARD 1

ASSESSMENT SCHEDULE

Students should check the calendar for any changes to the dates of assessment schedules and with their teacher for and changes in topics to be tested.

Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, 2023 Week 7 to 10	Date: Term 1, 2024 Week 7 to 10	Date: Term 2 2024 Week 7 to 10	Date: Term 3 2024 Assessment period
		Description: Test: 60 minutes 5 multiple choice questions and written questions.	Description: Test: 60 minutes 5 multiple choice questions and written questions.	Description Test: 60 minutes. 5 multiple choice questions and written questions.	Description: Trial HSC Examination 2 hours (for those doing the HSC exam) 60 minute class test (for those not doing the HSC exam)
		Topics: Perimeter, Area, Volume, Right-Angled Triangles (Trigonometry), Scale Diagrams	Topics: Simultaneous Equations, Practical Graphs Bivariate Data Analysis (S3.2)	Topics: Rates, Investments, Depreciation, Loans	Topics: All topics covered, including Networks, Surveys and year 11 topics
Outcomes: MS11-3, MS11-4, MS11-9, MS11-10, MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	Outcomes: MS1-12-1, MS1-12-2, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	Outcomes: MS1-12-3, MS1-12-5, MS1-12-9, MS1-12-10	Outcomes: Year 11 outcomes plus MS1-12-1 to MS1-12-10		
Understanding, fluency and communication	50	10	13	12	15
Problem solving, reasoning and justification	50	10	12	13	15
Marks	100%	20	25	25	30

KEY LEARNING AREA: MATHEMATICS

SUBJECT: MATHEMATICS STANDARD 2

ASSESSMENT SCHEDULE

Students should check the calendar for any changes to the dates of assessment schedules and with their teacher for and changes in topics to be tested.

Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 2023 Week7 to 10	Date: Term 1 2024 Assessment period	Date: Term 2 2024 Week 7 to 10	Date: Term 3 2024 Assessment period
		Description Test: 60 minutes 5 multiple choice questions and written questions.	Description Half Yearly Examination 2 hours 10 multiple choice questions and written questions.	Description Test: 60 minutes. 5 multiple choice questions and written questions.	Description: Trial HSC Examination 2.5 hours 15 multiple choice and written questions worth 85 marks.
		Topics: Perimeter, Area, Volume, Non-Right-Angled Triangles including Right-Angled Triangles (Trigonometry), Scale Diagrams	Topics: All Year 11 topics plus Trigonometry, Perimeter, Area, Volume, Rates, Ratios, Scale, Simultaneous Equations, Bivariate Data	Topics: Bivariate Data, Non-Linear Relationships, Investments, Depreciation, Loans, Annuities	Topics: All topics studied in Year 11 and 12.
		Outcomes: MS11-3, MS11-4, MS11-9, MS11-10, MS2-12-3, MS2-12- 4, MS2-12-9, MS2-12-10	Outcomes: Previous outcomes plus MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	Outcomes: MS2-12-10, MS2-12-2, MS2- 12-7, MS2-12-9, MS2-12-5	Outcomes: MS2-12-1 to MS2-12-10
Understanding, fluency and communication	50	10	13	12	15
Problem solving, reasoning and justification	50	10	12	13	15
Marks	100%	20	25	25	30

ASSESSMENT SCHEDULE

Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Date: Term 4 2023 Week 7 to 10	Date: Term 1 2024 Assessment period	Date: Term 2 2024 Week 7 to 10	Date: Term 3 2024 Assessment period
		Description Test: 60 minutes 5 multiple choice questions and written questions.	Description Test: Half Yearly Examination 2 hours 10 multiple choice questions and written questions	Description: Test 60 minutes. 5 multiple choice questions and written questions.	Description: Trial HSC 3 Hours 10 multiple choice and written questions worth 90 marks.
		Topics: Sequences and Series, Transformation of functions, Trigonometric Functions and Further differentiation	Topics: All topics taught to date. Includes: Geometric Applications of Differentiation, Integration and Year 11 topics.	Topics: Integration, Investments, Annuities, Loans, Statistical Analysis	Topics: All topics covered in Year 11 and 12. Includes recent topic: Correlation & Regression, Continuous Probability Distribution
		Outcomes: MA12-1, MA12-2, MA12-3, MA12- 4, MA12-5, MA12-6, MA12-9, MA12-10	Outcomes: Year 11 outcomes, plus task 1 outcomes, plus MA12-7	Outcomes: MA12-2, MA12-3, MA12- 4, MA12-7, MA12-8, MA12-9, MA12-10,	Outcomes: Year 11 outcomes plus MA12-1 to MA12-10
Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.	50	10	13	12	15
Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.	50	10	12	13	15
Marks	100%	20	25	25	30

KEY LEARNING AREA: MATHEMATICS

SUBJECT: MATHEMATICS EXTENSION 1

ASSESSMENT SCHEDULE

Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.

Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, 2023 Week 7 to 10	Date: Term 1, 2024 Assessment period	Date: Term 2 – 2024 Week 7 to 10	Date: Term 3 – 2024 Assessment period
		Description Test: 60 minutes 5 multiple choice and written questions.	Description Half Yearly Examination 2 hours 10 multiple choice questions and written questions.	Description Test 60 minutes 5 multiple choice questions and written questions.	Description Trial HSC Examination 2 hours 10 multiple choice questions and written questions worth 15 marks each.
		Topics: Permutations and Combinations, Mathematical Induction, Trigonometric Functions & Equations, Further Differentiation,	Topics: All topics taught in Year 11, topics from Task 1, plus Vectors, Further Vectors, Integration	Topics: Further Vectors, Statistics, Correlation and Regression	Topics: All topics studied in Year 11 and 12.
		Outcomes: ME11-5, ME-P1, ME-T3, ME-C2	Outcomes: All year 11 outcomes, previous Year 12 outcomes, plus ME-V1, ME-C2, ME-C3	Outcomes: ME-V1, ME-T3, ME-C3 ME-C2, ME-S1	Outcomes: All year 11 and 12 outcomes
Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.	50	10	13	12	15
Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.	50	10	12	13	15
Marks	100%	20	25	25	30

Note: Assessment dates subject to change

KEY LEARNING AREA: MATHEMATICS

SUBJECT: MATHEMATICS EXTENSION 2

ASSESSMENT SCHEDULE

Students should check the calendar for any changes to the dates of assessment schedules and with their teacher for and changes in topics to be tested.

Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, 2023 Week 7 to 10	Date: Term 1, 2024 Assessment Period	Date: Term 2- 2024 Week 7 to 10	Date: Term 3- 2024 Assessment period
		Description Test 60 minutes 5 multiple choice and written questions.	Description: Half Yearly Examination 2 Hours 10 multiple choice and written questions.	Description: Test 60 minutes. 5 multiple choice and Written questions.	Description Trial HSC 3 Hours 10 multiple choice / 6 Written questions worth 15 marks each
		Topics: Complex Numbers Nature of Proof	Topics: All topics studied to date: includes Vectors, Nature of Proof, Further Work on Vectors, Integration and some harder Extension 1 work.	Topics: Further Induction Further Integration Vectors Applying Complex Numbers	Topics: Mechanics +all previous topics covered.
		Outcomes: MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	Outcomes Include: MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8.	Outcomes: MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8	Outcomes: All outcomes tested: MEX12-1 to MEX12-8
Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.	50	10	13	12	15
Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.	50	10	12	13	15
Marks	100%	20	25	25	30

Note: Assessment dates subject to change

KEY LEARNING AREA

**PERSONAL DEVELOPMENT, HEALTH AND
PHYSICAL EDUCATION**

Subject

Community and Family Studies
Personal Development, Health and Physical Education (PDHPE)
Sport, Lifestyle and Recreation

KEY LEARNING AREA: PDHPE**SUBJECT:** COMMUNITY AND FAMILY STUDIES**COURSE DESCRIPTION**

Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing up selected components of family studies, sociology, developmental psychology and students' general life experiences. Community and Family Studies develops in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

ASSESSMENT SCHEDULE

		Task 1	Task 2	Task 3	Task 4
Components (Syllabus)	Weightings (Syllabus %)	Term 4, Week 8 Research Methodology IRP Report & Diary H4.1, H4.2	Term 1, Week 8 Parenting and Caring research report & kit assessment task H1.1, H2.2, H3.2	Term 2, Week 7 Group in Context H2.3, H4.2, H5.1	Term 3 Social Impact of Technology Trial Exam All HSC outcomes
Knowledge and understanding of how the following impact on wellbeing; <ul style="list-style-type: none"> resource management positive relationships range of societal factors nature of groups, families and communities 	40	5	10	15	10
Skills in applying management processes to meet needs of individuals, groups, families and communities planning to take responsible action to promote wellbeing	30	5	10	5	10
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	30	10	5	5	10
Weightings	100	20	25	25	30

Note: Assessment dates subject to change

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ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Topic Test Core 1: Health Priorities in Australia	Stimulus Response Core 2: Factors Affecting Performance	Report Option 3: Sports Medicine	Trial Examination Health Priorities in Australia Factors Affecting Performance Sport Medicine Equity and Health	
Timing	Term 1, Week 1	Term 1, Week 10	Term 2, Week 6	Term 3, Week 3/4	
Outcomes assessed	H1-H5, H7-H11, H14-H17	H7-H10, H16, H17	H8, H13, H16, H17	H1-H5, H7-H11, H14 -H17	
Component					Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	15	10	20	60
Total %	25	25	20	30	100

KEY LEARNING AREA: PDHPE**SUBJECT: SPORT, LIFESTYLE AND RECREATION*****COURSE DESCRIPTION***

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
	Water Awareness Coaching	Coaching Sessions	Training Plan	Topic Test	
Nature of tasks	Module: Aquatics	Module: Sports Coaching and Training	Module: Resistance Training	Modules: - Aquatics - Sports Coaching and Training - Resistance Training - Fitness	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 3	Term 3, Week 5	
Outcomes assessed	1.1, 1.3, 2.2, 3.6	3.1, 3.2, 4.2, 4.5	1.2, 2.3, 2.5, 4.4	1.1 - 5.5	
Component					Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	15	10	20	60
Total %	25	25	20	30	100

Note: Assessment dates subject to change

KEY LEARNING AREA

SCIENCE

Subjects

Biology

Chemistry

Earth and Environmental Science

Investigating Science

Physics

KEY LEARNING AREA: SCIENCE**SUBJECT: BIOLOGY****ASSESSMENT SCHEDULE**

Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of task	Topic Test Module 5	Depth Study Module 5/6	Topic Test Module 6	Practical and Skills Test Modules 5, 6, 7	Trial HSC Examination All studied content	
Timing	Term 4 Week 8 Friday 1 st December	Term 1 Week 9 Friday 29 th March	Term 1 Week 11 Examination Block	Term 2 Week 8 Friday	Term 3 Weeks 4/5 Examination Block	
Outcomes Assessed	BIO12-4, BIO12-5, BIO12-6, BIO12-12	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-7, BIO12-12, 12-13	BIO12-4, BIO12-5, BIO12-6, BIO12-13	BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-12, BIO12-13, BIO12-14	BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	Weighting %
Skills in working scientifically	5	20	5	20	10	60
Knowledge and understanding	5	5	5	5	20	40
Total Value %	10	25	10	25	30	100

In addition to the formal assessment tasks, there will be **informal** topic tests and quizzes to monitor student progress and for reporting purposes.

Practical work is an important component of this course and may be examined upon.

ASSESSMENT SCHEDULE

Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.

<i>Task Number</i>	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>	<i>Task 5</i>	
Nature of task	Depth Study Module 5	Topic Test Module 5	Practical and Skills Test Module 6	Topic Test Module 7	Trial HSC Examination All studied content	
Timing	Term 4 Week 9 Monday 4th December	Term 4 Week 10 Monday 11th December	Term 1 Week 11 Examination Block	Term 2 Week 9	Term 3 Weeks 4/5 Examination Block	
Outcomes Assessed	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-7, CH12-12	CH12-4, CH12-5, CH12-6, CH12-12	CH12-4, CH12-5, CH12-6, CH12-13	CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-14	CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15	Weighting %
Skills in working scientifically	20	5	5	20	10	60
Knowledge and understanding	5	5	5	5	20	40
Total Value %	25	10	10	25	30	100

In addition to the formal assessment tasks, there will be **informal** topic tests and quizzes to monitor student progress and for reporting purposes.

Practical work is an important component of this course and may be examined upon.

ASSESSMENT SCHEDULE

Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher

Task Number	Task 1	Task 3	Task 4	Task 5	
Nature of task	Depth Study Module 5	Half Yearly Module 5&6	Practical and Skills Test Module 5,6,7	Trial HSC Examination All studied content	
Timing	Term 4, Week 7 Monday 20 th November	Term 1 Week 11 Examination Block	Term 2 Week 7	Term 3 Weeks 4/5 Examination Block	
Outcomes Assessed	EES12-1, EES12-3, EES12-4, EES12-5, EES12-6, EES12-7, EES12-13	EES12-5, EES12-6, EES12-7, EES12-12, EES12-13	EES12-3, EES12-4, EES12- 5, EES12-6, EES12-7, EES12-12, EES12-13, EES12-14	EES12-4, EES12-5, EES12-6, EES12-7, EES12-12, EES12-13, EES12-14, EES12-15	Weighting %
Skills in working scientifically	20	15	15	10	60
Knowledge and understanding	5	10	5	20	40
Total Value %	25	25	20	30	100

In addition to the formal assessment tasks, there will be **informal** topic tests and quizzes to monitor student progress and for reporting purposes.

ASSESSMENT SCHEDULE

Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of task	Topic Test	Practical Exam	Topic Test	Depth Study	Trial HSC Examination	
Module	Module 5	Module 5	Module 6	Module 7	All modules	
Timing	Term 4 Week 9	Term 1 Week 4	Term 1 Week 10	Term 2 Week 8	Term 3 Examination Block	
Outcomes Assessed	INS12-5, INS12-6, INS12-7, INS12-12	INS12-1, INS12-2, INS12-4, INS12-5, INS12-7, INS12-12	INS12-5, INS12-6, INS12-7, INS12-13	INS12-1, INS12-2, INS12-4, INS12-5, INS12-6, INS12-7, INS12-15	INS12-6, INS12-12, INS12-13, INS12-14, INS12-15	Weighting %
Skills in working scientifically	5	20	5	20	10	60
Knowledge and understanding	5	5	5	5	20	40
Total Value %	10	25	10	25	30	100

In addition to the formal assessment tasks, there will be **informal** topic tests and quizzes to monitor student progress and for reporting purposes.

Practical work is an important component of this course and may be examined upon.

KEY LEARNING AREA: SCIENCE**SUBJECT: PHYSICS****ASSESSMENT SCHEDULE**

Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of task	Topic Test 1	Practical Test	Topic Test 2	Depth Study	Yearly Examination	
Module	Module 5	Module 5	Module 6	Module 7 or 8	All Modules	
Timing	Term 4 Week 10 Tues 12 Dec 2023	Term 1 Examination Block Week 10 or 11	Term 2 Week 2	Term 2 Week 8	Term 3 Week 3/4 Examination Period	
Outcomes assessed	PH12-4, PH12-6, PH12-12	PH12-2, PH12-3, PH12-4, PH12-5, PH12-7	PH12-4, PH12-5, PH12- 6, PH12-13	PH12-1, PH12-2, PH12-3, PH12-5, PH12-6, PH12-7, PH14-15	PH12-2, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15	
Skills in Working Scientifically	5	15	5	25	10	60
Knowledge and understanding	5	5	5	5	20	40
Weighting %	10	20	10	30	30	100

In addition to the formal assessment tasks, there will be **informal** topic tests and quizzes to monitor student progress and for reporting purposes.

Practical work is an important component of this course and may be examined.

KEY LEARNING AREA

**TECHNOLOGICAL AND APPLIED STUDIES
(TAS)**

Subjects

Engineering Studies

Food Technology

Industrial Design – Timber and Furniture Industries

Information Processes and Technology

Software Design and Development

Textiles and Design

KEY LEARNING AREA: TAS**SUBJECT: ENGINEERING STUDIES****COURSE DESCRIPTION**

Engineering Studies focuses on the development and application of mathematical, scientific and technological skills and their integration with the engineering profession. It provides students with skills, knowledge and understanding associated with the study of engineering, its practices and associated methodologies. Students complete modules of work relating to Civil Structures, Personal and Public Transport, Aeronautical and Telecommunications Engineering.

ASSESSMENT SCHEDULE

Students should check the Student Portal for assessment notifications and if it has not been uploaded, you should request a hard copy from your teacher.

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Civil Engineering Solution and Report*	Half Yearly Examination	Materials Modification Research	Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 3–4	
Outcomes assessed	H2.1, H3.1, H3.2, H5.1	H3.1, H3.3, H4.3, H6.1	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
Component					Weighting %
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10	15	5	10	40
Total %	20	30	20	30	100

***Mandatory Task**

KEY LEARNING AREA: TAS**SUBJECT: FOOD TECHNOLOGY****COURSE DESCRIPTION**

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Contemporary Nutrition Issues	Australian Food Industry Case Study	Food Product Development	Trial HSC Examination	
Timing	Term 4, Week 8 30 Nov, P0 In class hand in	Term 1, Week 8 March, Period ? In class written response.	Term 2, Week 9 June, Period ? Hand in and sensory testing.	Term 3, Weeks 3–4	
Outcomes assessed	H2.1, H3.2, H5.1	H1.4, H3.1	H1.3, H4.1	H1.1, H4.2	
Component					Weighting %
Knowledge and understanding of course content	5	10	5	20	40
Knowledge and skills in designing, researching, analysing and evaluating	5	10	5	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10		20		30
Total %	20	20	30	30	100

Note: Assessment dates subject to change

COURSE DESCRIPTION

Industrial Technology Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries. The HSC course of 120 indicative hours consists of the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to the focus area of study.

ASSESSMENT SCHEDULE

Task number	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Assessment Component		Major Project Proposal	Industry Study Report	Record of Production	Trial HSC Examination
		Term 4, Week 7 2023	Term 1, Week 6 2024	Term 2, Week 3 2024	Term 3 2024 TBC
		H3.1, H3.2, H3.3, H5.1, H5.2	H1.3, H7.1, H7.2	H2.1, H4.1, H5.1	TBC
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	40	10	5	5	20
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	60	20	15	15	10
Total	100	30	20	20	30

KEY LEARNING AREA: TAS

SUBJECT: INFORMATION PROCESSES AND TECHNOLOGY

COURSE DESCRIPTION

Information Processes and Technology Stage 6 is designed to enable students to become confident, competent, discriminating and ethical users of information technologies, to possess an understanding of information processes and to appreciate the effect of information systems on society.

ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Database Practical & Theory Test	Project on Transaction Processing Systems	Multimedia Project	Trial HSC Examination	
Timing	Term 4, Week 8	Term 2, Week 5	Term 3, Week 1	Term 3, Weeks 3-4	
Outcomes assessed	H1.1, H1.2, H2.1, H2.2, H3.1, H5.2	H2.1, H3.2, H5.1, H6.1, H6.2, H7.1, H7.2	H2.2, H3.2, H6.1, H6.2, H7.1, H7.2	All outcomes	
Component					Weighting %
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in the design and development of information systems	5	10	15	10	40
Total %	15	25	30	30	100

Note: Assessment dates subject to change

KEY LEARNING AREA: TAS

SUBJECT: SOFTWARE DESIGN AND DEVELOPMENT

COURSE DESCRIPTION

The Software Design & Development Stage 6 syllabus is designed to develop in students the knowledge, understanding, skills and values to solve problems through the creation of software solutions. In the HSC course students study the development and impact of software solutions, the software development cycle, and a practical component which involves developing a solution package. The course concludes with the study of the option topic: Programming Paradigms.

ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Software Case Study/Research	Software Project Report Part 1	Software Project	Trial HSC Examination	
Timing	Term 4, Week 9 (Thur 7 th December)	Term 2, Week 5	Term 3, Week 5	Term 3, Weeks 3–4	
Outcomes assessed	H1.1, H1.2, H1.3, H2.2, H3.1	H1.2, H2.2, H3.1, H4.1, H5.1, H5.2, H6.4	H3.2, H4.2, H4.3, H5.3, H6.1, H6.2, H6.3	All outcomes	
Component					Weighting %
Knowledge and understanding of course content	15	5	20	10	50
Knowledge and skills in the design and development of software solutions		15	20	15	50
Total %	15	20	40	25	100

Note: Assessment dates subject to change

KEY LEARNING AREA: TAS**SUBJECT: TEXTILES AND DESIGN****COURSE DESCRIPTION:**

The Higher School Certificate course will enable students to develop an understanding and appreciation of the influences of historical, cultural and contemporary aspects of textile design in society. They will develop knowledge and understanding of scientific and technological developments in textiles including a critical approach towards the effects of innovations and emerging technologies. Analysis of the suitable fibre, yarn, fabric and fabric finishes for different end uses will also be important. Studying the Australian textile, clothing, footwear and allied industries will enable students to make decisions about factors affecting the consumer, producer, manufacturer and retailer. Students will apply knowledge and skills to their Major Textiles Project and accompanying documentation.

ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	MTP Proposal	Culture Investigation Report	Properties and Performance of Textiles Report	Trial HSC Examination	
Timing	Term 4, Week 9 Monday 4 December	Term 1, Week 4	Term 2, Week 4	Term 3, Weeks 3-4	
Outcomes assessed	H1.2, H2.1, H2.3, H4.2	H6.1	H3.1, H4.1	TBC	
Component					Weighting %
Knowledge and understanding of course content	0	20	0	30	50
Skills and knowledge in the design, manufacture and management of a major textiles project	25	0	25	0	50
Total %	25	20	25	30	100

Note: Assessment dates subject to change

KEY LEARNING AREA

**VOCATIONAL EDUCATION AND TRAINING
(VET)**

Subjects

Construction
Hospitality – Kitchen Operations
Sport Coaching (VET)

KEY LEARNING AREA: VET

SUBJECT: CONSTRUCTION

Macquarie Park RTO 90222

Student Competency Assessment Schedule 2023/2024

Assessment Tasks for CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction		Cluster 5	Cluster 6	Cluster 7	Trial Exam
		Option Topic (Choose Topic)	Tools & Equipment	Major Project	
Assessment due		Week: Six Term: One	Week: Five Term: Three	Week: Ten Term: Three	Week: Three/Four Term: Three
Code	Unit of Competency				
CPCCB20001	Handle prepare bricklaying and blocklaying materials	X			
CPCCB2002	Use bricklaying and blocklaying tools and equipment	X			
CPCCCA2002	Use carpentry tools and equipment		X		
CPCCCM2005	Use construction tools and equipment		X		
CPCCCA2011	Handle carpentry materials		X		
CPCCVE1011	Undertake a basic construction project			X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry			X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

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

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

Note: Assessment dates subject to change

KEY LEARNING AREA: VET

SUBJECT: HOSPITALITY – KITCHEN OPERATIONS

Student Competency Assessment Schedule

Macquarie Park RTO 90222

2024

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F	Trial HSC Exam
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen	
		Week: 7 Term: 4	Week: 3 Term: 2	Week: 9 Term: 3	Week: 3 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
SITHCCC003	Prepare and present sandwiches	X			
SITHCCC006	Prepare appetisers and salads	X			
BSBWOR203	Work effectively with others		X		
SITHIND002	Source and use information on the hospitality industry		X		
BSBSUS201	Participate in environmentally sustainable work practices		X		
SITHCCC005	Prepare dishes using basic methods of cookery			X	
SITHCCC011	Use cookery skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416.

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

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

Note: Assessment dates subject to change

Assessment Tasks for SIS30521 Certificate III in Sport Coaching		Cluster 3 2 nd Elective	Cluster 4	Cluster 5
		2 nd Elective	Coaching the Individual	Next Level Coaching
		Week: 1-10 Term: 1	Week: 1-10 Term: 2	Week: 1-10 Term: 3
Code	Unit of Competency			
SISXCAI009	Instruct Strength and Conditioning	X		
SISSSCO003	Meet participant coaching needs.		X	
BSBOPS403	Apply business risk management procedures		X	
SISSSCO012	Coach sports participants up to an intermediate level			X

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

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