

**COWRA HIGH SCHOOL**

# HSC 2024

ASSESSMENT HANDBOOK  
AND  
MANDATORY REQUIREMENTS

**KNOWLEDGE IS POWER**

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# **COWRA HIGH SCHOOL POLICY FOR ASSESSMENT IN THE HSC**

## **Introduction to HSC Assessment**

Welcome to your final year of schooling for the award of a Higher School Certificate (HSC). Cowra High School has a strong history of achievement and high expectations for your continued learning. Knowledge equates to power in the information age and as a result it is important that each of you have a clear understanding of the rules and regulations regarding the Higher School Certificate Assessment.

The information contained in this booklet is designed to be comprehensive yet user friendly. Each year the policies and procedures are reviewed and developed to ensure fair and quality processes are in place. As a result it is important that you read through and understand the rules and requirements so you are supported to achieve at the highest possible level. Your assessment results will make up 50% of your total HSC marks. All assessment tasks are designed to accurately assess the depth of your understanding of course outcomes against HSC standards. To ensure compliance with NSW Education Standards Authority (NESA) requirements, assessment tasks are also designed to separate students based on their demonstrated competence and understanding of knowledge and skills. Above all, it is important that assessment processes and procedures are fair and transparent. Working together and sticking to the rules will ensure fairness for all.

The rules and information contained in this policy booklet is based on information gained directly from NESA documents including:

- Assessment in a standards-referenced framework –a guide to best practice
- 2024 Higher School Certificate – Rules and Procedures

In some cases information has been modified to match the context of Cowra High School while other sections have been incorporated into this policy in their original form. Further information is available on the NESA Website: <http://educationstandards.nsw.edu.au>

The information in this policy booklet is for use by Cowra High School students and their parents, class teachers, Head Teachers and the Senior Executive of Cowra High School.

The document is divided into 8 sections:

- I. Section I: The Higher School Certificate – An Overview**
- II. Section II: School Based Assessment**
- III. Section III – NESA Requirements/Regulations Relating to HSC External Examinations**
- IV. Section IV: Additional Information**
- V. Section V: Appendices**
- VI. Section VI: Assessment Calendar**
- VII. Section VII: Subjects, Course Components, Outcomes Assessed and Weightings**
- VIII. Section VIII: Evaluation**

All procedures, rules and expectations relevant to each section are documented in detail. Some of these procedures, rules and expectations relate directly to students, whilst others are for teacher reference and guidance.

The Cowra High School Assessment Committee oversees the Cowra High School procedures relating to the HSC. The committee consists of the Principal and Deputy Principals. Any

combination of the members can meet to approve illness/misadventure appeals, consideration of absence or extensions; to investigate, deliberate, and make recommendations and rulings regarding complex or uncertain situations; and to provide clarification.

In all cases, the Principal has the ultimate decision-making authority, including the use of her discretion.

If there are any queries about any of the school procedures, rules or expectations contained in this document, please contact one of the Deputy Principals for clarification.

A handwritten signature in cursive script, appearing to read 'H. Hamilton'.

Helene Hamilton  
Principal

## Section I: The Higher School Certificate – An Overview

The Higher School Certificate (HSC) is the highest certification awarded in New South Wales schools. It is achieved by students who satisfactorily complete Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the state-wide HSC Examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

To gain the HSC, students must have completed a minimum of 12 units of Year 11 courses and 10 units of HSC courses. All courses in the HSC have a unit value. Most courses are 2 units. Students must satisfactorily complete the Year 11 course before they are eligible to commence the corresponding HSC course. English is the only compulsory subject for the HSC.

### Advice for students choosing HSC courses

Your aim is to attain the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.

When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

## Meeting HSC eligibility requirements

### Know the eligibility basics

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams
- meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course (this does not apply to students taking the HSC in 2018 or 2019).



## 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
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

## Types of HSC Courses

- **Board Developed courses** are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR.
- **Board Endorsed courses** are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.
- **Special Education (Life Skills)** - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.
- **Vocational Education and Training (VET)** - VET courses can be studied either at school or through TAFE NSW and other training providers. You will need to check with your school about which courses are available and the requirements of the different courses. For example, some VET courses require a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR. Check with your school about whether this will be possible for you.

## Adjustments for students with disability

Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

It is a requirement under the Disability Standards for Education 2005 for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of collaborative curriculum planning. Providing an adjustment does not restrict a student's access to the full range of grades or marks.



## Section II: School-Based Assessment

For each course, schools prepare and administer an assessment program in accordance with the syllabus. The syllabus identifies the components of the course to be assessed and their weightings. The timing and weighting of tasks are determined by the school within the rules set by NESA.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assignments, practical activities, fieldwork and projects. The details of all HSC assessment tasks, including weighting and due dates are outlined in further detail in this policy.

This section deals with aspects relating to school-based assessment, including NESA rules, and Cowra High School (CHS) expectations and procedures to deal with situations that arise relating to school based assessment.

### **The specific topics covered in this section are:**

- A. NESA rules and work requirements relating to diligence and sustained effort
- B. CHS procedures for teaching staff regarding the administration of Assessment Tasks
- C. Expectations of students regarding the satisfactory completion of school-based assessment - following the course, working with diligence and sustained effort and achieving course outcomes
- D. Expectations of students regarding honesty and the submission of *All My Own Work*
- E. Expectations of students regarding Examinations
- F. Procedures relating to final school-based assessment marks
- G. Procedures related to the review mechanisms and appeals for school-based assessment

### **A. NESA RULES AND WORK REQUIREMENTS RELATING TO DILIGENCE AND SUSTAINED EFFORT**

The satisfactory completion of all courses in the HSC requires the Principal to have sufficient evidence that the student has:

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

The satisfactory completion of all courses in the HSC (as outlined above) has two major components:

**Completion of all Course work:** This includes classwork, class tests, essays, set tasks in class, assignments and regular homework. Although course work may not be considered as formal assessment, it has a critical part in determining whether a student has met NESA criteria for course completion mentioned above.

**Completion of Assessment Tasks:** These are clearly identified tasks that must be completed in each course. The tasks for each course are identified in this Assessment Tasks and Schedule booklet and contribute to the final assessment mark for each course. For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks that total **more than 50%** of the available school assessment marks for that course, otherwise they have not met the requirements of that course.

If the Principal determines that a student is in danger of not meeting the above course completion, they will be given written warning in sufficient time to correct any problems

regarding the satisfactory completion of course requirements. If the Principal determines that a student has not met the above criteria for satisfactory completion of a course, the school will inform the student in writing and NESA.

Students have the right to appeal to the school against such determinations using school developed proformas and processes. If unsuccessful, they may appeal to NESA.

If a student does not satisfactorily complete a course, they will receive no results in that course, and the course will not count towards their pattern of study for the award of a Higher School Certificate.

### **Completion of HSC: All My Own Work Program**

All students are required to have satisfactorily completed *HSC: All My Own Work* or its equivalent before any Year 11 or HSC course entries can be submitted. Students entered only for Stage 6 Life Skills courses are exempt from this requirement.

## **B. CHS PROCEDURES FOR TEACHING STAFF REGARDING THE ADMINISTRATION OF ASSESSMENT TASKS**

### ▪ **CHS Procedures relating to informing students in writing of their assessment schedules**

Copies of this policy are provided to all HSC students who sign to acknowledge they have received the booklet. The Year 12 Adviser manages this process.

### ▪ **CHS Procedures relating to changes of due date for assessment tasks**

In rare and unforeseen circumstances, where the date of submission of an assessment task must be changed, the Faculty Head Teacher must gain approval from the relevant Deputy Principal *using the relevant form*. If approval to seek a change of date is granted, the Faculty Head Teacher will inform the class in writing of any change using the form *Notification for Change of Date of an Assessment Task*. For the change of date to be approved students will be asked to sign that they acknowledge the new due date and any concerns can be addressed. A minimum of two weeks' notice will be given in writing if the date of a task is to be varied.

### ▪ **CHS Procedures relating to providing adequate notice for tasks**

In addition to the schedule of dates for assessment tasks, there must be provision for adequate notice of the precise timing of each assessment task. Class Teachers must give students **at least TWO WEEKS** written notice for each assessment task, advising the due date, type of task, precise timing of task, weighting of the task, assessment criteria and outcomes being assessed. The Faculty Head Teacher is responsible for ensuring this occurs. Students are required to sign and date, acknowledging they have received the task notification.

### **When providing notice of assessment tasks, students are informed of:**

1. the scope of each assessment task
2. the weighting of the task (eg. 10%)
3. the form the assessment task will take
4. the proposed timing and duration of the task
5. the outcomes being assessed
6. the marking guidelines or criteria
7. the type of feedback to be given

### ▪ **CHS Procedures relating to providing notice of assessment tasks when students are absent from school when assessment information is given out.**

It is ultimately the responsibility of the student to catch up on any missed work due to absence. This includes cases where assessment information is given out.

- **CHS Procedures relating to occasions when estimates are given or substitute tasks administered.**

If a student fails to complete an assessment task specified in the assessment program, the student should follow the illness/misadventure on the day of the assessment task. If the student is aware of an absence when the assessment task is due, the process needs to be followed prior to the day of assessment task. If the Assessment Committee considers the student to have a valid reason (for example illness or endorsed leave), an extension of time may be granted **or** a mark may be awarded based on a substitute task **or** in exceptional circumstances an estimate mark may be given.

If granting an extension of time is not possible, administering a substitute task is preferable to providing an estimate mark. Only the Principal will have this discretion and students should be aware that the estimate will be such that it will not change their current rank or gaps in relation to other students in the cohort.

- **CHS Procedures relating to invalid tasks/parts of tasks or non-discriminating tasks.**

In exceptional circumstances where tasks do not function as required, or where there are problems in their administration, a suitable approach to maintain the overall component weightings will be determined by the Assessment Committee in consultation with the Faculty Head Teacher. Such approaches may include adjusting the weightings and components of the task, adding an additional task (with sufficient notice). In extreme cases, an invalid task may need to be discarded completely, or a replacement task may be organised.

- **CHS Procedures relating to situations when more than one class is undertaking the same course**

Multiple HSC classes, whether on the same line (e.g. English) or different lines (e.g. Hospitality) will follow common assessment programs with common tasks, conditions and marking procedures at common times wherever possible.

- **CHS Procedures relating to the awarding of marks for an assessment task**

It is important to ensure that marks earned on individual tasks adequately reflect the differences in student performance. To achieve this, marking guidelines need to use the full range of marks available for the task. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks should enable *class teachers* to reward work that shows more complex development and higher order achievement with higher marks.

- **CHS Procedures relating to teacher feedback to students on their performance**

Students will receive meaningful feedback which gives an indication of their performance relative to the outcomes being assessed and their general progress in all aspects of their course work. This may be in the form of marks, grades and written comments. The feedback given for learning activities that do not contribute to the final HSC assessment mark should assist students in their preparation for tasks that are part of the HSC. Feedback on assessment tasks may be informed by the performance band descriptions and should be provided to students in a timely manner, recognising strengths and areas for improvement.

- **CHS Procedures relating to providing feedback to students in relation to the HSC standards.**

When giving feedback to students on their performance on assessment tasks, class teachers can work through with their students some of the materials in the HSC standards packages, to identify questions that are related to the assessment topic from past HSC Examinations, discuss answer requirements and marking guidelines and view the responses of a number of students which represent different levels of achievement. By working through these responses, the teacher can highlight the important features of the responses, including their strengths and areas for improvement.

▪ **CHS Procedures relating to reconciling assessment marks with the descriptions in the performance bands**

When providing feedback to students, class teachers may use the wording of outcomes and band descriptors, where appropriate. This should not be communicated or interpreted as a direct correlation to a particular band at HSC level.

▪ **CHS Procedures to ensure marks accurately reflect relative differences in achievement between students within the group**

Marking guidelines should indicate the marks to be awarded for different levels of achievement in each task, using the full range of marks. They should be clearly linked to course outcomes. Standards packages provide examples of different standards of performance and can assist teachers in developing marking guidelines that will appropriately reward students.

In some cases double or panel marking of tasks may be appropriate.

Assessment tasks at Cowra High School will be set and marked to the standards as published by NESA. All HSC Assessment tasks are developed with clear, consistent rubrics and marking criteria.

**C. EXPECTATIONS OF STUDENTS REGARDING THE SATISFACTORY COMPLETION OF SCHOOL BASED ASSESSMENT – FOLLOWING THE COURSE, WORKING WITH DILIGENCE AND SUSTAINED EFFORT AND ACHIEVING COURSE OUTCOMES**

Students are expected to attempt *all* work. Failure to work with due diligence and sustained effort and/or failure to make a genuine attempt at work could result in the award of an 'N' (non-completion) Determination.

**Students must:**

- Participate in all learning experiences, including classwork, homework, non-assessable items of work and assessment tasks
- Provide documentation to explain legitimate absences
- Attend regularly
- If absent from a lesson(s) actively pursue and catch up any work that was missed and check whether any assessment tasks have been issued
- Submit assessment tasks by the due date, to an acceptable standard, and in an appropriate format. (The specific date and time for the submission of the task will be provided with the formal written notification of the task at least two weeks prior to the due date)
- Make a serious attempt at the work
- Present their own work
- Acknowledge all sources of information used
- Complete the appropriate paperwork to acknowledge that the Assessment Task has been received

▪ **CHS Procedures relating to the submission of assessment tasks**

If students are granted an extension for an assessment task, it must be submitted to the Faculty Head Teacher on the new due date.

The student is required to complete all details on the assessment cover sheets. (See appendix-assessment coversheet). The Teaching staff responsible for receiving the tasks will sign a receipt (part of the cover sheet) and give to the student.

It is the responsibility of the student to ensure that all assessment tasks are submitted on time and in the correct format for marking.

**Late Submission of Assessment Tasks:** Assessment tasks must be submitted on or before the due date. The student must consult as early as possible with the class teacher or faculty Head Teacher if there are any issues with completing an assessment task. If a student fails to complete or hand in an assessment task on the due date, a mark of zero will be awarded.

**Unforeseen Circumstances:** In the event of unforeseen circumstances occurring on the morning that a task is due to be submitted, the student or immediate relative is required to notify the class teacher at school as soon as possible.

**Computer Failures:** Technical failures related to computing equipment **do not** constitute sufficient grounds for not submitting an assessment task on time, and extensions will not be granted in these instances. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed back-up copies.

**Submission of non-written tasks:** Students must ensure that any disks, films or tapes are operable on standard school equipment. This must be checked **before** submission. Each student is responsible for maintaining an updated copy of his or her assessment task on a CD, DVD or thumb drive in a suitable program that can be easily accessed.

▪ **CHS Procedures relating to occasions when zero marks are awarded**

The following (in any course), will result in a **zero mark and an 'N' (non-completion) determination** warning letter:

- Failure to complete or submit assessment tasks **on time** without a valid reason and supporting evidence
- Not being present for an assessment task without a valid reason and accompanying evidence
- Not making, what the teacher marking the assessment task considers to be, a genuine or serious attempt to complete an assessment
- Serious malpractice

Students who make a non-serious attempt will be required to re-submit or complete the task to a standard that meets the course outcomes as required by NESAs. Refer to procedures below regarding non-serious attempts.

▪ **CHS Procedures for advising students in writing when they are in danger of not meeting the assessment requirements in a course (N award determination warning letters)**

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total weightings of tasks. Failure to meet this requirement may lead to an N determination in that subject. In instances where students have failed to complete or submit an assessment task, or they have not made a serious attempt, an 'N' (non-completion) determination warning letter will be sent to their home, requiring the student to rectify the situation by submitting the task. If the task is submitted later the student will be deemed to have met the terms and requirements of the task, however, the zero mark will still apply.

**Original task not submitted after N Award letter sent** If after the new date for submission, a student has still not submitted the assessment task, further letters will be sent until completed.

**Multiple N Awards** Twice a term, Deputy Principals will identify those students with multiple N award determination warning letters and communicate with the student and parent to discuss a formal learning plan to rectify the situation.

**Attendance** While NESAs does not stipulate attendance requirements, significant absence has a negative impact on a student's ability to meet the course completion criteria. Twice a term, Deputy Principals will identify those students with significant attendance concerns. N Award determination warning letters will be sent to students, relating it to the non-completion of course requirements as a result of their absence.

▪ **CHS Procedures for application for Illness Misadventure**

If a student is unable to complete or submit an assessment task on time, or they feel that their performance in a task has been affected by factors outside their control e.g. illness or accident, they may apply for **Illness/Misadventure**. Students must formally apply by completing the Illness/Misadventure Form. **Misadventure** refers to any **valid** reason immediately before or during task, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the independent **documentary evidence** that is handed in to support the misadventure claim.

Students who feel they have a **valid** reason for not submitting a task on time should follow the procedures as set out below. The student is responsible to pursue the illness/misadventure, extension or consideration of absence process. It is not the responsibility of the class teacher to instigate this process. In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.

**Step 1:** The student collects the relevant application form (see appendix-forms) within two school days of the student's return to school (form available on the CHS Website)

**Step 2:** The student must fully complete the Illness/Misadventure form attaching any relevant documentation, ensuring that parents/guardians have signed the form.

**Step 3:** The student submits the completed form to the Faculty Head Teacher.

**Step 4:** The Faculty Head Teacher will discuss the circumstances of the application with the relevant Deputy Principal, make a recommendation and hand the form back to the student.

**Step 5:** The student will hand the completed form to the relevant Deputy Principal, who may consult other members of the Assessment Committee before approving or rejecting the application.

**Step 6:** The Deputy Principal will notify the student and the Faculty Head Teacher of the result of the outcome of the Illness/Misadventure as soon as possible.

If the consideration of illness/misadventure is upheld the student will complete the set task or an alternate task as soon as can be arranged by the class teacher, preferably on the next school day.

Any substitute task should:

- Be based on the same components or outcomes as the original task.
- Test or measure the same knowledge or skills as the original task.
- As far as possible, be of comparable standard to the original task.
- Be assessed in the same manner as the original task or, in exceptional circumstances, an estimate will be used based on "like tasks" with the Principal's approval, or the school will use a mark based on a substitute task.
- Invalid reasons for illness/ misadventure will result in a mark of zero '0' for that task.

▪ **CHS Procedures for application for consideration of absence or extension**

Students who cannot submit an assessment task on or by the due date, for reasons beyond their control, can make a written application for an extension of time to complete the task, *at least two days prior to the due date*, on the Extension Application form or Consideration of Absence form (form available on the CHS Website). Notice of foreseeable absences must be brought to the attention of the class teacher and subject Head Teacher by the student as soon as possible.

In general activities such as work placement, sporting commitments, excursions, etc. do not provide grounds for extensions unless exceptional circumstances exist. There is an expectation that students are organised and it is their responsibility to ensure that deadlines are met. This may involve submitting a task before the due date if the student has knowledge that they will be

away on the due date of submission. Students are permitted to submit tasks prior to the due date in these and other situations as long as the class teacher agrees. It is the student's responsibility to plan around foreseeable absences.

**It is important to note that:** Students are responsible to pursue the illness/misadventure, extension or consideration of absence process. It is not the responsibility of the class teacher to instigate this process. In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.

Work submitted late without an application for illness/misadventure will receive a zero '0'; and a 'N' Determination Warning letter will be sent to the student's home address and a record will be kept at a centralised place at school.

Students who feel they have a **valid** reason for not submitting a task on time should follow the procedures as set out below

**Step 1:** The student collects the relevant application form from the CHS Website.

**Step 2:** The student must fully complete the Extension Application or Consideration of Absence form attaching any relevant documentation, ensuring that parents/guardians have signed the form.

**Step 3:** The student submits the completed form to the subject Head Teacher at least ***two days prior*** to the due date of the task

**Step 4:** The Faculty Head Teacher will discuss the circumstances of the application with the relevant Deputy Principal, make a recommendation and hand the form back to the student.

**Step 5:** The student will hand the completed form to the Deputy Principal, who may consult the assessment committee before approving or rejecting the application.

**Step 6:** The Deputy Principal will notify the student and the Faculty Head Teacher of the result ASAP.

If the consideration of absence or extension application is upheld the student will complete the set task or an alternate task as soon as can be arranged by the class teacher, preferably on the next school day.

Any substitute task should:

- Be based on the same components or outcomes as the original task.
- Test or measure the same knowledge or skills as the original task.
- As far as possible, be of comparable standard to the original task.
- Be assessed in the same manner as the original task or, in exceptional circumstances, an estimate will be used based on assessment evidence with the Principal's approval, or the school will use a mark based on a substitute task.
- Invalid reasons for absence or extension will result in a mark of zero '0' for that task.

▪ **CHS Procedures for students who have prolonged absences**

In exceptional circumstances it may be possible for students who are absent with leave during the conduct of a scheduled assessment task to complete the task or substitute task under supervised conditions while they are absent. This will need to be negotiated with the Deputy Principal and associated supporting evidence must be submitted by the student. The student should make contact with the relevant Faculty Head Teacher or the relevant Deputy Principal to discuss prior to the task wherever possible.



## **D. EXPECTATIONS OF STUDENTS REGARDING HONESTY/SUBMITTING OWN WORK**

The following standard sets out NESA requirements concerning students submitting their own work in HSC assessments. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

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

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning does not require formal acknowledgement.

### **What constitutes malpractice?**

All work presented in assessment tasks and HSC Examinations (including submitted works and practical examinations) must be the student's own work or it must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination, and will jeopardise your HSC results.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

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

### ▪ **CHS Processes for dealing with malpractice**

Issues of alleged academic malpractice will be referred to the Assessment Committee for deliberation. Documentation or evidence must be presented by the Head Teacher and reporting teacher(s) to support the claim.

An award of 'zero' marks will be issued if a student is deemed to have gained an unfair advantage in an assessment task or section of an assessment task. The Assessment Committee will determine what, if any further penalties appropriate to the seriousness of the offence will apply.

In the case of suspected plagiarism, the student will be required to provide evidence that all

unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

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

### **Strategies to ensure the authenticity of student responses to tasks completed partially or wholly outside of class time**

Class teachers will incorporate strategies to ensure the authenticity of responses and minimise the chances of malpractice. The following suggestions could be incorporated into the administration of assessment tasks

- thoroughly briefing all students in relation to the requirements of each task
- allocating class time to the planning of a response to a task
- requiring that students maintain a process diary or journal to show how their response or project or work was developed
- checkpoints: asking students to submit part of the task at critical points in its development
- having students submit their original drafts in addition to their final work
- Incorporating student oral presentations on the progress of their work
- communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

When group tasks are required for internal assessment, the school should ensure that:

- they are designed to assess the contribution of individual group members
- they allow each student's understanding of the process to be demonstrated
- the group agrees on procedures for how the task will be developed.

## **E. EXPECTATIONS OF STUDENTS REGARDING EXAMINATIONS**

These expectations apply before, during and after the examination until all students have left.

Students **must**:

- Behave in a safe and respectful way to all supervisors and other students
- Follow the supervisors' instructions at all times
- Remain silent throughout the examination
- Raise their hand if the student wishes to ask a question during an examination and wait for a teacher to respond
- Remain in their seat, unless permission to move is granted by a teacher
- Only use approved aides
- Complete their own work. Copying someone else's work in part or in whole and presenting it as their own will result in an award of zero marks.

Students **must not**:

- take a mobile phone or programmable watch or device into the examination room
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESAs
- communicate or attempt to communicate with any other person, except the supervising teacher during an examination. The penalty for communication or attempted communication may result in the loss of all marks for an examination
- borrow equipment from any person during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- take into the examination room, or refer to during the examination, any books or notes, (including writing on their body), the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- eat in the examination room, except as approved by the Presiding Officer, e.g. for diabetic students

- take any writing booklets or question papers, whether used or not, from the examination room.

Breaches of these rules may result in zero marks and/or other penalties as determined by the assessment committee.

## **F. PROCEDURES RELATING TO FINAL SCHOOL BASED ASSESSMENT MARKS**

At the conclusion of the HSC assessment program, a school based assessment mark will be submitted to NESAs for each student and each course studied based on performance in assessment tasks. The assessment mark submitted by the school is adjusted (moderated) by NESAs to produce the assessment mark that appears on a student's Record of School Achievement or results notice. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale.

- **CHS Procedures for calculating final assessment to ensure that the marks from individual tasks can be aggregated validly**

The class teacher under the supervision of the Head Teacher is responsible for calculating the final school-based assessment marks. The final assessment marks for a course should be reached by the simple aggregation of raw marks awarded and weightings for each assessment task.

- **CHS Procedures related to the level of discrimination that should be used when teachers apply standards**

Students' performances in the HSC and their moderated assessment marks are used in the calculation of the students' ATAR. Their examination marks and school raw assessment marks after the statistical moderation is applied to the assessments (that is, before the alignment to the performance scales) are re-scaled by the Universities Admission Centre to create the ATAR rank used in the selection of students for tertiary courses.

- **CHS Procedures for communicating student assessment rank progress to students**

Student's cumulative ranks will be communicated in the Mid-Course and End of Course School Reports.

- **CHS Procedures for the distribution of the Assessment Rank Order Advice to each student at the end of the HSC Examinations**

If students wish to know their Assessment Rank order, they may access their final rank in each course by using the *Students Online* service or accessing their *Assessment Rank Order Notice* after their last HSC Examination from the Deputy Principal within the period of time for appeals. *Assessment Rank Order Lists* are provided for the information of the Principal and staff only.

- **CHS Procedures for providing VET assessment marks for students who transfer into the school after the commencement of the HSC Course**

In the case of VET curriculum framework courses for the Higher School Certificate, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.

## **G. PROCEDURES RELATED TO THE REVIEW MECHANISMS AND APPEALS FOR SCHOOL BASED ASSESSMENT**

### ▪ **CHS Procedures related to School reviews**

Disputes typically arise over marks awarded, the administration of the task, or whether the task conforms to the school's HSC Assessment Policy. Schools can minimise the possibility of

disputes arising by:

- providing clear instructions and expectations for each task
- providing clear criteria for marking
- using a range of marking strategies, such as common or consensus marking of tasks
- checking that each task conforms with the assessment program.

In instances where disputes cannot be resolved by the class teacher, Faculty Head Teacher or relevant Deputy Principal, a school-based review can be held at the request of a student. If a student wishes to apply for a review, it must be undertaken by the date specified by NESAs. The Review will be undertaken by the assessment committee. The relevant Deputy Principal will advise the student, parent, class teacher and Faculty Head Teacher of all outcomes of any review. The relevant Deputy Principal will advise NESAs of any changes to assessment marks. (Applications requesting a school review must be made on the appropriate form available from the CHS website)

**Review of the Administration of an Assessment Task** Principals have made provision for a student to have the administration of an Assessment Task reviewed within five school days after the Assessment Task has taken place. Marks or grades awarded will not be subject to review as part of this process.

**Assessment rank appeals** After the final HSC Examination, students can obtain their rank order for assessment in each course via Students Online. If a student feels that their placement in any course is not correct, they should talk to their class teacher immediately. If a student is still not satisfied that the ranking is correct, they may apply to their Principal for a review

In the event of a student requesting an administrative review, this will be conducted by the Assessment Committee. Reviews are limited to the assessment process. The only matters that the school will consider are whether or not:

- the weightings specified by the school in its assessment program conform with NESAs requirements as detailed in the relevant syllabus
- the procedures used by the school for determining the final assessment mark comply with its stated assessment program
- computational or other clerical errors have been made in the determination of the assessment mark.

### ▪ **CHS Procedures related to appeals to the NSW Education Standards Authority**

If a student is dissatisfied with the outcome of the school review, they may appeal to NESAs. In such circumstances a student would advise the Principal that they would like to appeal.

Students cannot appeal to NESAs against the marks awarded for individual assessment tasks. NESAs will consider only whether:

- the school review process was adequate for determining items
- the conduct of the review was proper in all respects.

NESAs will not revise the assessment marks or rank order. If the appeal is upheld, NESAs will direct the school to carry out a further review. Further details about reviews and appeals are on the assessment appeal form, which can be obtained from school. Appeals to NESAs must be lodged at the school by the date on the form. No extension will be considered.



## **Section III – NESA Requirements/regulations relating to HSC External Examinations**

The HSC Examination mark for Board Developed Courses is based on the student's performance in the external HSC Examination. The examination may involve more than one component, such as a written examination, a submitted work or a practical examination. There is no external HSC Examination for Board Endorsed Courses.

This section examines the external examination rules and regulations relating to the following.

- A. Submitted works
- B. Examination dates and times
- C. Examination attendance rules
- D. Illness/misadventure during the HSC Examination period
- E. Equipment for the examinations
- F. Examination room procedures
- G. Conduct during the examinations

### **A. SUBMITTED WORKS:**

The following courses require students to undertake practical examinations or to submit works as part of the HSC Examination: Dance, Design and Technology, Drama, English Extension 2, Industrial Technology, Languages (except classical languages and Background Speakers courses), Music (all courses), Society and Culture, Visual Arts, Extension Science.

Students should refer to the assessment and examination materials for each course they are studying for specifications and other requirements relating to performances and submitted works. Performances and works that do not comply with the requirements may be penalised.

Students are required to certify that any submitted work is their own, and that any words, ideas, designs or workmanship of others have been acknowledged appropriately. The class teacher will monitor all submitted works through their development and is expected to keep records of individual student progress as per NESA requirements specific to each subject. Class teachers and Principals must certify that the work has been done under the teacher's supervision, was the student's own work consistent with earlier drafts and other examples of the student's work, and was completed by the due date. If school staff cannot certify the work, the student may be awarded zero marks, or they may receive reduced marks. Students who are planning a work that will need to be worked on at home must obtain their teacher's permission first and procedures will be put in place to ensure appropriate monitoring can occur or, if this is not possible, the project may need to be changed.

Students who are repeating a course where a submitted work is required cannot submit any work entered and marked for the HSC in a previous year without the special permission of NESA. If a major work was developed for a previous HSC Examination but not submitted, it may only be submitted in the current course with the approval of the Assessment Committee.

A submitted work developed for one course may not be used either in full or in part for assessment in any other course.

All submitted works (other than those submitted electronically) will be returned after marking. Some works will be retained until the following year. While every care will be taken with them, NESA accepts no responsibility for loss or damage to such works. It is the student's responsibility to arrange any insurance. The class teacher will provide advice regarding the packing of submitted works. Students intending to

submit works in print or electronic format should keep copies.

The Languages oral examinations and the practical examinations for Dance, Drama and Music are held earlier than the written examinations and may be held at different locations. Advice about this will be sent to your school and will be available on Schools Online. The Languages oral examinations and the practical examinations are held during Term 3, and submitted works are to be completed during Term 3. Students are advised to check the NESAs website for precise dates.

## **B. EXAMINATION DATES AND TIMES**

NESA publishes the examination timetable on its website and students can access their personalised HSC timetable via Students Online.

On the day of the first English examination, students must be at the examination location at least 30 minutes before the start of the examination. For all other papers, students must be at the examination location at least 10 minutes before the start of each examination.

If a student arrives more than one hour after the commencement of the examination, they will be admitted to the examination room, but will need to satisfy NESA that their responses should be accepted for marking.

## **C. EXAMINATION ATTENDANCE RULES**

Students must sit for their examinations at the Centre they have been allocated (Cowra High School). If a student is unable to get to their examination centre because of unusual circumstances such as floods, the student, if possible, should contact the Deputy Principal. In some cases, the student may be advised to go to an alternative centre.

Students can only sit for examinations in the courses for which they have entered. Students are not permitted to change courses or add courses during the examinations. Students must sit for all examinations for which they have entered, unless prevented by illness or misadventure.

A student who has entered for an Extension course (other than Mathematics Extension 2) and fails to sit for the examination in the related 2-unit course, will not receive a result in either course unless an appeal is submitted and upheld by NESA.

If English Extension 2 or Mathematics Extension 2 candidates fail to sit for the related Extension 1 examination, they will not receive a result in the Extension 2 course unless an appeal is submitted and upheld by NESA.

## **D. ILLNESS/MISADVENTURE DURING THE HSC EXAMINATION PERIOD**

If a student cannot attend an examination because of illness or misadventure, the student should notify the Deputy Principal immediately.

If illness or misadventure occurs before the examination and the student is still able to attend, they should notify the Presiding Officer when entering the examination. Students must notify the Presiding Officer at any examination session, where their performance has been affected by illness or misadventure, or if a problem occurs during an examination.

### **▪ CHS Processes related to illness/misadventure during HSC Examinations**

If illness or misadventure prevents a student from attending an examination, or affects their performance in the examination, it is their right and responsibility to lodge an illness/misadventure appeal. Appeal forms and *Higher School Certificate Examination Appeals Due to Illness or Misadventure: Information Guide for Students* are available from the Presiding Officer or the Deputy Principal. These documents provide further details of appeal procedures. It is important that you follow the instructions provided.

The process for illness /misadventure for HSC Examinations is different to the illness and misadventure process for school-based assessment tasks. Students are required to collect an official NESA

illness/misadventure form from the Presiding Officer or the Deputy Principal. There are four sections on the form that must be completed by the Student, a relevant independent expert, eg doctor or police officer, the Presiding Officer and the Principal. **Note:** A Doctors Certificate on its own will not be sufficient. The illness/misadventure form must be lodged by the Principal within 7 days (for practical examinations, performances or submitted works) and within 7 days of the student's final HSC Examination (for all other examinations). Late appeals will be considered only in exceptional circumstances.

The illness/misadventure appeals process is designed for cases where, because of illness or misadventure, a student's performance in an examination is not a true measure of their achievement.

**It does not cover:**

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- loss of study time or facilities prior to the formal study vacation
- misreading of the timetable
- misreading of examination instructions
- failure to enter for the examination in the correct course
- long term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination
- conditions for which you have been granted disability provisions, unless you experience further difficulties
- courses that are undertaken as a self-tuition student.

It is important that students attend the examinations where possible, even in the case of illness/misadventure. NESAs will not uphold an illness/misadventure appeal if the reason for the absence is not considered to be sufficiently serious. Students should consult their school Principal before deciding not to attend an examination.

Students will be notified of the results of any appeal on the same day as the release of examination results. If an illness/misadventure appeal is upheld, the student will be awarded the higher of their examination mark and a mark derived from their assessment mark and unaffected components of the examination. The student's Record of School Achievement will indicate if this alternative is used. If a student is absent from an examination and lodges an illness/misadventure appeal that is declined by NESAs, they will not receive a result in that course.

## **E. EQUIPMENT FOR THE EXAMINATIONS**

Students may only take equipment listed below into the examination room:

- black pens only
- pencils, erasers and a sharpener. Pencils must be at least 2B (use pencils where specifically directed)
- a ruler marked in millimetres and centimetres
- highlighter pens
- specific equipment (such as a calculator) is required for certain examinations and must be provided by the student
- monolingual and/or bilingual print dictionaries relating to the language being examined are permitted into certain Language examinations. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place.

For the examinations in which scientific calculators are permitted, students may only use those calculators that appear on NESAs list of approved scientific calculators. Well before the examination, the student should check that their calculator is approved. The list of approved scientific calculators, as well as the separate criteria for calculators in the General Mathematics examination, can be found in the HSC Exams section of the NESAs website.

Before the examination begins, Presiding Officers and Examination Supervisors will inspect any equipment brought into the examination room.

The list of specific equipment for each of these examinations is available on the Equipment checklist page in the HSC Exams section of NESAs website. Equipment should bear only the original inscribed

information. Students must supply materials that are in working order (this includes calculators). Illness/misadventure appeals on the grounds that examination equipment did not work correctly will not be accepted. Students are **not** permitted to borrow equipment during examinations.

### **Equipment that is not permitted**

- Electronic dictionaries
- Mobile phones and smart watches
- Electronic devices, such as organisers, MP3 players and dictionaries, are not permitted in an examination room under any circumstances.

Presiding Officers and supervisors will not be responsible for the safekeeping of any unauthorised material and equipment that has been confiscated, including mobile phones and other electronic devices.

## **F. EXAMINATION ROOM PROCEDURES**

Students must sit at the desk showing their name and student number. The position of the desk may vary from session to session according to the accommodation and the requirements of the examination.

Students are required to remove their non programmable watch and place it in clear view on the examination desk.

It is the student's responsibility to make sure that the correct examination paper has been provided for the course they have entered. When asked to do so by the supervisor, students must also check their examination papers to make sure that there are no pages missing.

### **Reading time for examination papers is as follows:**

- 10 minutes of reading and familiarisation time for Paper 1 of the examination in all 2 unit English Courses
- 10 minutes of reading time for all written Language examinations for Beginners, Heritage, Background Speakers and Extension courses, and for Continuers courses in modern languages
- 5 minutes of reading time for all other written examinations.

During reading time, students must not write, use any equipment including highlighters, or annotate their examination paper in any way. For examinations in which dictionaries are permitted, you may consult your dictionary during reading time.

### **For all HSC Examinations students must:**

- Read the instructions on the examination paper, as well as all questions, carefully. Presiding Officers and supervisors are not permitted to interpret examination questions or instructions relating to questions
- Write their examination centre number and student number on all writing booklets, special answer booklets and answer sheets, unless that information is pre-printed
- Write clearly with black pen
- Make sure that all answers are written in the correct answer booklets. If a student writes an answer in the wrong booklet, the student should notify the supervisor, and write a note on the front and back of both booklets stating that an answer has been written in the wrong booklet. Answers should not be rewritten, but all parts of the answers should be labelled and handed in
- Stop writing immediately when told to do so by the supervisor
- Arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them
- Complete the Student Completion Record listing the number of examination booklets used during the examination. This must be checked and countersigned by the supervisor before the student leaves the examination desk.



**For all HSC Examinations, Students must NOT:**

- Begin writing until instructed to do so by the Presiding Officer or supervisor
- Write their name or your school's name on writing booklets, answer booklets or sheets, or use any other names, symbols or marks that identify or distinguish you in any way from other students
- Leave the examination room during the exam, except in an emergency. If a student has to leave and wants to return and resume the examination, they must be supervised while absent from the examination room
- Remove an examination paper from the examination room until the examination is over.

**G. CONDUCT DURING THE EXAMINATIONS**

Students must follow the day-to-day rules of the school where they sit for their examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course, or non-award of a Higher School Certificate.

The Principal has the discretion to require all students at the school to remain in the examination room until the end of each examination.

The Presiding Officer and examination supervisors are in charge of students. When assembling before an examination, during the examination and after the examination until all students have left, students must follow the supervisors' instructions at all times, including if there is a disruption such as a blackout.

Students must behave in a polite and courteous manner towards the supervisors and other students.

**Students must NOT:**

- cheat
- include frivolous or objectionable material
- take a mobile phone or programmable watch or device into the examination room
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESAs
- speak to any person other than a supervisor during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- attend an examination while under the influence of alcohol or illegal drugs
- take into the examination room, or refer to during the examination, any books or notes, this booklet, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- smoke in the examination room
- eat in the examination room, except as approved by the Presiding Officer, e.g. for diabetic students
- take any writing booklets, whether used or not, from the examination room
- examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.

Students who do not follow these rules, or cheat in the examinations in any way may be asked to leave the examination room, and you will be reported to NESAs. The penalty may be cancellation of the course concerned.

If a student does not make a serious attempt at an examination, they may not receive a result in that course and may not be eligible for the award of the Higher School Certificate.

Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple choice questions is not sufficient for an attempt to be considered serious. Supervisors of marking will bring to NESAs's attention examination answers that contain frivolous or objectionable material. Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded. Actions that may be illegal may be reported to the police.



## Section IV: Additional Information

This section provides information about

- A. HSC pathways
- B. Disability provisions
- C. Stage 6 Life Skills Assessment
- D. Acceleration
- E. Advanced Standing
- F. Granting of Leave
- G. Repeating courses
- H. University admission
- I. Student Enrolment after the commencement of the HSC Assessment Program
- J. HSC Student who have not met the Year 11 Requirements
- K. Where in the school can students, parents and staff go for advice?

### A. HSC PATHWAYS (ACCUMULATION)

Students may accumulate HSC Courses towards the Higher School Certificate over a period of up to five years. Year 11 courses may also be accumulated.

The five-year period is counted from the first year a student satisfactorily completes an HSC Course. It will apply regardless of whether or not studies are deferred for one or more years during the five-year period. Accumulation of HSC Courses cannot extend beyond a five-year period. After 5 years, students must have completed all HSC requirements.

Students who are accumulating courses for the Higher School Certificate receive a Record of Achievement for each calendar year of study. These cumulative transcripts record all Year 11 and HSC Courses satisfactorily completed in the previous five years, including repeat attempts.

On completion of the accumulation, all requirements must have been met for both the Year 11 and the HSC patterns of study. In the case of a student who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of NESAs.

### B. DISABILITY PROVISIONS

The Principal may approve Disability Examination Provisions for the HSC Course if a student has a special need that would, in a normal examination situation, prevent him or her from:

- reading the examination questions; and/or
- communicating his or her responses.

Principals have the Authority to decide on and to implement disability provisions for school-based assessment tasks including examinations.

Applications for known conditions can be submitted to NESAs from mid Term 4 in Year 11 and should be submitted as soon as possible. If students wish to apply for disability provisions, the student should inform the Head Teacher Welfare (see **CHS processes related to Disability Provisions**).

Emergency provisions can be arranged if students have an accident just before the examination that impairs their ability to undertake the examination. In such a case the student should immediately notify the Deputy Principal.

Application for disability provisions should contain recent evidence of the disability and, in some cases, work examples. Students may need to organise any testing required early in the year to ensure their application reaches NESAs by the closing date. If applications do not contain sufficient evidence, NESAs decision may be delayed.

**Disability provisions are not available:**

- as compensation for difficulties in undertaking a course and preparing for the examination
- for lack of familiarity with the English language.

- **CHS Procedures related to Disability Provisions**

A student or parent on behalf of their student, may nominate to be considered for Disability Provisions. Class Teachers or members of the Learning Support Team (LST) may also nominate students.

Nominations for students to be considered for Disability Provisions for the following HSC year are to be made using the application form (see appendix – forms) and given to the Deputy Principal.

At the first Learning Support Team meeting of Term Four the individual particulars of each nominated student will be discussed. The School Counsellor will provide the primary advice in the decision making process at the LST meetings. A recommendation regarding Disability Provisions will be made about each student who is recommended by the LST.

To be considered for disability provisions, a student must meet specific criteria, including one or more of the following::

- a disability confirmation
- an ongoing medical condition
- an injury, illness or accident that may impact on their ability to complete an assessment task or examination
- significant learning delays (literacy levels at least 2 years below national minimum standards).

Provisions should be offered immediately from the commencement of the HSC Course or following the recommendation of Disability Provisions by the LST, providing Disability Provisions similar to those available for the HSC Examinations, for example, writers, additional time and separate supervision. For some students with disabilities alternative tasks may be devised.

All application processes relating to Formal Disability Provisions for HSC Examinations or submitted works including documentation, official application processes and the implementation of the Disability Provisions are overseen by the Deputy Principal.

## **C. STAGE 6 LIFE SKILLS ASSESSMENT**

Student progress in Stage 6 (Year 11 and 12) Life Skills courses is assessed via the achievement of outcomes determined in their individual education plan. Students will be provided with a profile which lists the demonstrated achievement of outcomes for each Life Skills course.

## **D. ACCELERATION**

Students may undertake Year 11 and/or HSC Courses in advance of their usual cohort or in less than NESAs stated indicative times. The exceptions are VET Industry Curriculum Framework Courses and Beginners language Courses. Decisions about the acceleration of Higher School Certificate students will be made by Principals in accordance with the principles contained in NESAs Guidelines for Accelerated Progression.

Accelerants should complete all assessment tasks, or their equivalent, that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks. Therefore, programs of work may have to be specifically tailored to the accelerant's needs.

## **E. ADVANCED STANDING**

Prior learning may exempt a student from certain course requirements and internal assessment tasks. Such exemption is called Advanced Standing. Advanced Standing normally applies to Year 11 courses but in certain circumstances may apply to aspects of HSC Courses. For more information, you should consult the Principal.

## **F. GRANTING OF LEAVE**

The Principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the Principal that outcomes in each course will be achieved. Educational progress can be ensured by a variety of means, including assignments set by the school, tuition or private study, attendance at another school, distance education lessons and catching up.

## **G. REPEATING COURSES**

A student may repeat one or more HSC Courses, but they must do so within the five year accumulation period. A course may not be counted more than once towards a student's HSC. The Universities Admissions Centre (UAC) will use the most recent result for a course in the calculation of the Australian Tertiary Admission Rank (ATAR) (see also section 7, 'HSC results').

## **H. UNIVERSITY ADMISSION**

The Australian Tertiary Admission Rank (ATAR) is calculated for the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. NESA passes this information to UAC.

## **I. STUDENT ENROLMENT AFTER THE COMMENCEMENT OF THE HSC ASSESSMENT PROGRAM**

- **CHS Procedures relating to students who enter a HSC Course after the commencement of the HSC Assessment program**

The Principal must be satisfied that students who are changing courses have satisfactorily completed the relevant Year 11 course (or equivalent), and that they will be able to complete all HSC Course requirements, including Assessment.

For students transferring into the school, the procedures in place should ensure that a fair and valid assessment mark can be calculated.

## **J. HSC STUDENTS WHO HAVE NOT MET YEAR 11 REQUIREMENTS**

- **CHS Procedures related to monitoring the provisional entry of students into HSC Courses**

There is an expectation that all students commencing HSC Courses have met the requirements of the Year 11 Course in **all** subjects studied. Failure to do so may result in that student being ineligible to commence HSC Courses.

The Principal may, under special circumstances, allow a student who has received an 'N' determination in a Year 11 course, to proceed to an HSC Course provisionally while concurrently satisfying any outstanding course requirements. Principals will, however, be required to confirm at the time of HSC Entries, that the student has now satisfactorily completed the relevant Year 11 course requirements and that their entry for the HSC Course is valid. Under such circumstances all outstanding work related to the N award must be finalised by the completion date, which will be negotiated with the student.

All details of communication with parents and students relating to the conditions applied to the provisional entry of students into HSC Courses should be documented.

## **K. WHERE IN THE SCHOOL CAN STUDENTS, PARENTS AND STAFF GO FOR ADVICE?**

A copy of the ACE Manual and relevant NESA documents are available on NESA's website:  
<https://ace.nesa.nsw.edu.au>

NESA Liaison Officers are located throughout the state and are available to assist schools with NESA's policies and practices relating to curriculum, assessment and credentialing. Liaison Officers are listed on NESA's website <http://educationstandards.nsw.edu.au/wps/portal/nesa/who-we-are/contact-us>

# Section V: Appendices

## Illness/Misadventure/Extension Request Form



Cowra High School

# Illness/Misadventure/Extension Request Form

**This form must be submitted to the Head Teacher as soon as possible**

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_ School: \_\_\_\_\_

Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date of submission of this form: \_\_\_\_\_

Task for which you are seeking special consideration: \_\_\_\_\_

Date task originally due: \_\_\_\_\_

Are you seeking special consideration for: (tick)

- Illness/Misadventure       Consideration of absence       Genuine reason for extension

Provide details of and reasons for your request: *(Attach all necessary medical or other documentation)*

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teachers Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### DP Approval Only

Decision : \_\_\_\_\_

New date due: \_\_\_\_\_ Signature: \_\_\_\_\_

Decision communicated to Student by: \_\_\_\_\_

Date: \_\_\_\_\_

### Further information

Cowra High School  
Dowell Street Cowra NSW 2794  
Phone: 02 6342 1766  
Email: [cowra-h.school@det.nsw.edu.au](mailto:cowra-h.school@det.nsw.edu.au)  
[www.cowra-h.schools.nsw.gov.au](http://www.cowra-h.schools.nsw.gov.au)



**Assessment Notification – Common Cover Sheet**  
***Higher School Certificate Assessment Task Cover Sheet***

**Name:**

**Year:**

**Date:**

**Subject:**

**Teacher:**

**Assessment Task Number (As per Assessment Policy booklet):**

**Assessment Task Title:**

**Assessment Weighting: %**

**Date Distributed:**

**Date Due:**

*All Higher School Certificate Assessment Tasks, other than In Class tasks, must be handed in on the due date.*

**Comments by Teacher:**

**Assessment Criteria/Marking Rubric:**

Attach copy given to you when task was distributed.

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**Higher School Certificate Assessment Submission Receipt**

**Student's Name:**

**Assessment Task Title:**

**Date received to Student:**

**Student's Signature:**

**Teacher's Signature:**

**Subject Name:**

**Class Title:**

**This form is located: <https://cowra-h.schools.nsw.gov.au> then Assessment Tasks tab, Year 12 Assessment Information.**





## Higher School Certificate Non-Completion of Course Determination

### Student Appeal Form

*This form should be completed only if the student feels that he/she has met NSW Education Standards Authority (NESA)' course completion requirements as detailed in the **Principal's Determination Form**, and is requesting a school review of the decision to issue the determination(s) of non-completion of course requirements. If submitting an appeal, this form is to be completed and signed by the student and the parent/guardian (if student is under 18 years of age) and submitted to the Principal by: \_\_\_\_\_*

*(Principal to insert date)*

**Student Name:** \_\_\_\_\_

**Student Number:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Student's Home Address:** \_\_\_\_\_

\_\_\_\_\_

In lodging an appeal, you are asking the Principal to reconsider his/her decision to give you a determination of non-completion of course requirements in a course. The Principal, in consultation with your class teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in support of your appeal. The Principal will decide whether there is sufficient evidence to change the original determination.

I wish to have the Principal reconsider his/her decision to issue me a determination of non-completion of course requirements in the following course(s):

<b>Course Name</b> <i>(Please list Extension courses separately)</i>	<b>Course Number</b>



### Student Statement in Support of Appeal

You need to detail how you have completed all NESA course completion requirements. You should refer to any warning letters you have been sent and provide details of tasks or assignments you may now have completed.

If you are appealing in a number of courses you need to **name and comment on each course separately**. Additional pages may be attached if you are appealing in more than three courses or if more space is needed.

*My appeal is based on the following grounds:*

**Course:** \_\_\_\_\_


**Course:** \_\_\_\_\_


**Course:** \_\_\_\_\_


Your Principal will advise you of the outcome of the School Review of your appeal by the date specified in the *HSC and Record of School Achievement (RoSA) timetable of actions for schools*. If the Principal declines your appeal you may ask to have the matter reviewed by NESA. Once the Principal notifies you of the outcome of the School Review of your appeal, ask him/her about the process of having an unsuccessful appeal reconsidered by NESA.

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*(if student is under 18 years of age)*



## Disability Provisions for Higher School Certificate

Disability Provisions for HSC Examinations are approved by NSW Education Standards Authority (NESA). This can be a lengthy process, which requires documentation to support.

If you wish to apply for Disability Provisions, please complete the form below, and return to your Year Advisor as soon as possible.

**Student Name** \_\_\_\_\_ **Student Number:** \_\_\_\_\_

**Reason for application:** \_\_\_\_\_

\_\_\_\_\_

Do you have documentation to support your application? (eg: doctor's certificates, letters from other health professionals)

\_\_\_\_\_

\_\_\_\_\_

Have you previously had Special Provisions for exams at Cowra High School?

\_\_\_\_\_

If so, what were they?

\_\_\_\_\_

\_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Parent/Guardian's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



## Section VI: Assessment Calendar

### I. School Term Dates

<b>Term 4, 2023</b>	9 October 2023 – 15 December 2023 (11 weeks)
<b>Term 1, 2024</b>	1 February 2024 – 12 April 2024 (11 weeks)
<b>Term 2, 2024</b>	30 April 2024 – 5 July 2024 (10 weeks)
<b>Term 3, 2024</b>	23 July 2024 – 27 September 2024 (10 weeks)

### II. Examination Dates

<b>Trial Higher School Certificate Examinations</b>	<b>Term 3, 2024: Weeks 6 and 7</b> 26 August to 6 September 2024
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## Assessment Calendar Term 4, 2023

<b>WEEK</b>	<b>SUBJECT</b>	<b>ASSESSMENT</b>	<b>DATE</b>
1			9 - 13 Oct
2			16 - 20 Oct
3			23 - 27 Oct
4			30 Oct – 3 Nov
5			6 – 10 Nov
6			13 - 17 Nov
7	Mathematics Advanced Mathematics Standard 2 Mathematics Standard 1 Numeracy CEC	Assignment/Investigation Assignment/Investigation Assignment/Investigation 1 Assignment/Investigation 1	20 - 24 Nov
8	Modern History Society and Culture	Historical Analysis Research Task	27 Nov – 1 Dec
9	English Advanced English Standard English Studies Legal Studies PDHPE	Multimodal Presentation Multimodal Presentation Multimodal Presentation Research Essay Case Study & In Class Task	4 – 8 Dec
10	Agriculture Biology Business Studies Chemistry CAFS Food Technology Music SLR Visual Arts	Animal Production Trial Research Task In Class Task Organic Chemistry Skills Test IRP Practical & Theory Task Composition Portfolio Research Task Development of the Body of Work	11 – 15 Dec
11			18 Dec - 19 Dec

## Assessment Calendar Term 1, 2024

WEEK	SUBJECT	ASSESSMENT	DATE
1			30 Jan – 2 Feb
2			5 – 9 Feb
3			12 - 16 Feb
4			19 – 23 Feb
5			26 Feb – 1 Mar
6	Mathematics Advanced Mathematics Standard 2 Mathematics Standard 1 Numeracy CEC	In Class Test In Class Test In Class Test Assignment/Investigation 2	4 – 8 MAR
7			11 – 15 Mar
8	SLR	Research & In Class Task	18 – 22 Mar
9	Visual Arts	Written Task: Artist's Practice	25 – 29 Mar
10	Agriculture Biology Business Studies Chemistry CAFS Dance English Advanced English Standard Food Technology Legal Studies Modern History Music 1 PDHPE Society and Culture	Product Study Topic Test Assessment Week Research Task Equilibrium Topic Test Response to Stimulus Performance and Composition Extended Response Extended Response Extended Response & Practical In Class Essay In Class Essay Presentation of Electives Topics 1 & 2 Report & in Class Task In Class Task	1 – 5 Apr
11	English Studies	Research Task	8 – 12 Apr

## Assessment Calendar Term 2, 2024

<b>WEEK</b>	<b>SUBJECT</b>	<b>ASSESSMENT</b>	<b>DATE</b>
1			29 Apr – 3 May
2			6 – 10 May
3			13 – 17 May
4			20 – 24 May
5	PDHPE	Research & In Class Task	27 May – 31 Jun
6	CAFS English Advanced English Standard Numeracy CEC	Critical Analysis Imaginative Text & Reflection Statement Imaginative Text & Reflection Statement Assignment/Investigation 3	3 – 7 Jun
7	Modern History Music	Research Task Presentation of Elective Topic 3	10 – 14 Jun
8	Agriculture Business Studies Society and Culture SLR	Plant Production Research Source Based Task Case Study Research & Oral Presentation	17 – 21 Jun
9	Chemistry Dance Food Technology	Acid-Base Depth Study Performance, Composition & Major Study Food Product Design & Evaluation	24 – 28 Jun
10	Biology Mathematics Advanced Mathematics Standard 2 Mathematics Standard 1	Depth Study In Class Test In Class Test Assignment/Investigation 2	1 Jun – 5 Jul

## Assessment Calendar Term 3, 2024

<b>WEEK</b>	<b>SUBJECT</b>	<b>ASSESSMENT</b>	<b>DATE</b>
1	Legal Studies	Short Answer Responses	22 – 26 Jul
2			29 Jul – 2 Aug
3	Numeracy CEC	Assignment/Investigation 4	5 – 9 Aug
4			12 – 16 Aug
5	English Studies	Portfolio of Work	19 – 23 Aug
6 & 7	Agriculture Biology Business Studies Chemistry CAFS Dance English Advanced English Standard English Studies Food Technology Hospitality Legal Studies Modern History Metal and Engineering Mathematics Advanced Mathematics Standard 2 Mathematics Standard 1 Music PDHPE Primary Industries Society and Culture SLR Visual Arts	Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Practical Trial Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Trial HSC Examination Resolving Body of Work	26 Aug – 6 Sep
8			9 – 13 Sep
9			16 – 20 Sep
10			23 – 27 Sep

## Section VII: Subjects, Course Components, Outcomes Assessed and Weight

### Agriculture Assessment Schedule

<b>Course Overview:</b>					
The study of <i>Agriculture in Stage 6</i> enables students to develop an appreciation and understanding of interactions between the components of agricultural production, marketing, and management, while giving consideration to the issue of sustainability of the farming system. It places greater emphasis on farm management to maximise productivity and environmental sustainability. This is an 'on-farm', environment-oriented course. A Farm Product Study is used as a basis for analysing and addressing social, environmental, and economic issues as they relate to sustainability.					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Animal Production Trial</b>	<b>Product Study Topic Test</b>	<b>Plant Production Research</b>	<b>Trial HSC</b>	
	<b>Term 4, Week 10</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 8</b>	<b>Term 3, Week 6 &amp; 7</b>	
	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	
	H1.1; H2.2; H4.1	H3.1; H3.2; H3.3; H3.4	H1.1; H2.1; H3.4; H4.1	H1.1; H2.1; H2.2; H3.1; H3.2; H3.3; H3.4; H4.1; H5.1	
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Knowledge, understanding and skills required to manage agricultural production systems	5	15	10	10	<b>40</b>
Skills in effective research, experimentation and communication	10	5	5	0	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

#### Assessment Syllabus Outcome

- H1.1** explains the influence of physical, biological, social, historical, and economic factors on sustainable agricultural production.
- H2.1** describes the inputs, processes, and interactions of plant production systems.
- H2.2** describes the inputs, processes, and interactions of animal production systems.
- H3.1** assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products.
- H3.2** critically assesses the marketing of a plant OR animal product.
- H3.3** critically examines the technologies and technological innovations employed in the production and marketing of agricultural products.
- H3.4** evaluates the management of the processes in agricultural systems.
- H4.1** justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations.
- H5.1** evaluates the impact of innovation, ethics, and current issues on Australian agricultural systems



## Agricultural Scope and Sequence

The following scope and sequence cover the following content:

**9.1 Plant/Animal Production:** Animal production is dependent on plants, which in turn are dependent on the soil and water. Farmers aim to manage the physical and biological processes in soils, plants and animals to produce agricultural products in a sustainable manner. Students examine the ways in which farmers manage and manipulate these processes and systems to maximise outputs.

**9.2 Farm Product Study:** Farms are a part of a broader sector in which products are marketed and processed. Students examine marketing and processing of a product in terms of its quality and quantity and undertake a specific farm product study.

**9.3 Electives: 1. Food, Fibre & Fuel Technologies:** This elective examines the role of biotechnology in the production of food, fibre and fuel in agricultural systems. It deals with the terminology and process of biotechnology at the gene level with an examination of the problems and benefits of genetic engineering and gene technology.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4</b> 2023	9.1 HSC Animal Production										9.2 Product Study
	<b>Assessment Task 1 - Animal Production Trial (20%) - Due: Week 10</b>										
	H1.1; H2.2; H4.1										H3.1; H3.2; H3.3; H3.4
<b>Term 1</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	9.2 Product Study										9.1 HSC Plant Production
	<b>Assessment Task 2 - Product Study Topic Test (30%) - Due: Week 10</b>										
<b>Term 2</b> 2024	9.1 HSC Plant Production										9.3 Elective Unit
	<b>Assessment Task 3 - Plant Production Research (20%) - Due: Week 8</b>										
	H1.1; H2.1; H3.4; H4.1										H3.4; H4.1; H5.1
<b>Term 3</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	9.3 Elective Unit					HSC TRIAL Examination					
H3.4; H4.1; H5.1					<b>Assessment Task 4: Trial Examinations (30%) Due: Week 6 &amp; 7</b>						

## Biology Assessment Schedule

<b>Course Overview:</b> The study of <i>Biology in Stage 6</i> enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Assessment Week	Depth Study	Trial Examination	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	Term 3, Week 6/7	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-12	BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-12 BIO 12-13	BIO 12-1 BIO 12-2 BIO 12-3 BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-14	BIO 12-3 BIO 12-4 BIO 12-5 BIO 12-6 BIO 12-7 BIO 12-12 BIO 12-13 BIO 12-14 BIO12-15	
Knowledge and understanding of course content	5	15	5	15	<b>40</b>
Skills in Working Scientifically	10	10	25	15	<b>60</b>
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcome

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

# Biology Scope and Sequence

The scope and sequence covers the following content:

**Unit 5 Heredity:** understanding the cellular processes involved in increasing genetic diversity, investigate reproduction and inheritance patterns in both plants and animals as well as the role of DNA in polypeptide synthesis and the uses of technologies in the study of inheritance patterns.

**Unit 6 Genetic Change:** natural and human-induced causes and effects of genetic change, investigate how the processes of inheritance and evolution are applied, evaluate the applications of biotechnology to medicine and agriculture.

**Unit 7 Infectious Disease:** the treatment, prevention and control of infectious disease both locally and globally, includes study of the human immune system and its response to an infectious disease.

**Unit 8 Non-infectious Disease:** the causes and effects of non-infectious diseases on human health, explore technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4</b> 2023	Unit 5 Heredity (32 hours)								Unit 6 Genetic change (40 hours)		
	<b>Assessment Task 1 Stimulus Response Task, 15%, Due: Week 10</b>										
	BIO12-4, BIO12-6, BIO12-7, BIO12-12								BIO12-1, BIO12-4, BIO12-6 BIO12-7, BIO12-13		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b> 2024	Unit 6 Genetic Change (continued)								Unit 7 Infectious Disease (31 hours)		
	<b>Assessment Task 2: Assessment Week Skills Test, 25%, Due: Week 10</b>										
	BIO12-1, BIO12-4, BIO12-6 BIO12-7, BIO12-13								BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-14		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 2</b> 2024	Unit 7 Infectious Disease (continued)					Unit 8 Non-infectious Disease (32 hours)					
	<b>Assessment 3: Depth Study 2, 30%, Week 10 Term 2</b>										
	BIO12-1, BIO12-2, BIO12-3, BIO12-14					BIO12-5, BIO12-6, BIO12-7, BIO12-15					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 3</b> 2024	Unit 8 Non-infectious Disease (continued)					Trial Examinations weeks 6-7		Revision			
						<b>Assessment Task 4: Trial Examinations 30 %</b>					
						BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15					

# Business Studies Assessment Schedule

## Course Overview:

Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life. As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies, the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In Class Task Operations	Research Task Finance	Source Based Task Marketing	Trial HSC Examinations	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 8	Term 3, Week 6/7	
	Outcomes assessed H2 H3 H4 H5 H6 H7	Outcomes assessed H2 H4 H5 H9	Outcomes assessed H4 H6 H7 H8 H9	Outcomes assessed H1 H2 H3 H4 H5 H6 H8 H9 H10	
Knowledge and understanding of course content		10	10	20	<b>40</b>
Stimulus based skills	5		5	10	<b>20</b>
Inquiry and research	10		10		<b>20</b>
Communication of business information, ideas, and issues in appropriate forms	10	10			<b>20</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Assessment Syllabus Outcome

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

## Business Studies Scope and Sequence:

The following scope and sequence comprise the following content:

- Finance – 25 hours
- Operations – 35 hours
- Marketing – 25 hours
- Human Resources – 25 hours.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Term 4</b> 2023	Operations							Finance				
	<b>Assessment Task 1: Topic Test, 25%, Due: Week 10</b>							<b>Assessment Task 2: In Class task, 20%, Due Term 1 2023 Week 10 during Assessment Week</b>				
	H2, H3, H4, H5, H6, H7							H2, H4 H5 H9				
	Week 1	Week 2 Module continues	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 Assessment Week	Week 11	
<b>Term 1</b> 2024	Operations								Marketing			
	<b>Assessment Task 2: Research Task, 20%, Due Term 1, 2023 Week 10 during Assessment Week</b>								<b>Assessment Task 3: Source Based Task, 25% Due Week 9 Term 2</b>			
	H2 H4 H5 H9								H4 H6 H7 H8 H9			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
<b>Term 2</b> 2024	Marketing						Human Resources					
	<b>Assessment Task 3: Source Based Task, 25%, Due Week 9</b>											
	H4 H6 H7 H8 H9						H1 H2, H3, H4, H5, H6, H7, H8 H9					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
<b>Term 3</b> 2024	Human Resources					Trial Exams		Revision of Topics 1, 2, 3 and 4 At least 2 hours for each topic				
						<b>Assessment Task 4: Trial Examinations 30%</b>						
	H1 H2, H3, H4, H5, H6, H7, H8 H9					H1 H2 H3 H4 H5 H6 H7 H8 H9 H10		H1 H2 H3 H4 H5 H6 H7 H8 H9 H10				

## Chemistry Assessment Schedule

### Course Overview:

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Organic Chemistry <b>Skills Test</b>	Equilibrium <b>Topic Test</b>	Acid-Base <b>Depth Study</b>	<b>Trial Examination</b>	
	<b>Term 4, Week 10</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 9</b>	<b>Term 3, Week 6/7</b>	
	<b>Outcomes assessed</b> CH12-4 CH12-5 CH12-6 CH12-14 CH12-15	<b>Outcomes assessed</b> CH12-4 CH12-5 CH12-6 CH12-12	<b>Outcomes assessed</b> CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-13	<b>Outcomes assessed</b> CH12-4 CH12-5, CH12-6 CH12-7, CH12-12 CH12-13 CH12-14 CH12-15	
Knowledge and understanding of course content	5	10	10	15	40
Skills in Working Scientifically	10	10	25	15	60
Total %	15	20	35	30	100

### Assessment Syllabus Outcome

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

## Chemistry Scope and Sequence

The scope and sequence covers the following content:

Chemical Equilibrium and Acid Reactions

Acid/base Reactions

Organic Chemistry

Applying Chemical Ideas

<b>Term 4</b> 2023	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
	Module 7 – Organic Chemistry, Module 8 – Applying Chemical Ideas IQ 2										
	<b>Assessment Task 1: Organic Chemistry Skills Test, 15%, Week 10</b>										
	CH12-4, CH12-5, CH12-6, CH12-14, CH12-15										
<b>Term 1</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
	Module 5 – Equilibrium and Acid Reactions										
	<b>Assessment 2: Equilibrium Topic Test, 20%, Week 10</b>										
	CH11/12-4, CH11/12-5, CH11/12-6, CH12-12										
<b>Term 2</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	Module 6 – Acid/base Reactions										
	<b>Assessment 3: Acid-Base Depth Study, 35%, Week 9</b>										
	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-13										
<b>Term 3</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	Module 6 Acid/base Reactions	Module 8 IQ 1 and 3				Trial Examinations			Revision		
						<b>Assessment Task 4: Trial Examinations, 30 %</b>					
	CH11/12-3, CH11/12-6, CH12-15					CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15					

# Community & Family Studies Assessment Schedule

## Course Overview:

Community and Family Studies Stage 6 aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Methodology <b>IRP</b>	Groups in Context <b>Response to Stimulus</b>	Parenting & Caring <b>Critical Analysis</b>	Trial HSC Examination	
	<b>Term 4, Week 10</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 6</b>	<b>Term 3, Week 6/7</b>	
	<b>Outcomes assessed</b> 4.1, 4.2	<b>Outcomes assessed</b> 1.1, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 5.1, 6.2	<b>Outcomes assessed</b> 1.1, 2.1, 2.2, 2.3, 3.2, 3.4, 5.1, 5.2, 6.1	<b>Outcomes assessed</b> ALL OUTCOMES	
<b>Knowledge and understanding of course content</b>	10	10	10	10	<b>40</b>
<b>Skills in critical thinking, research, analysing and communicating</b>	10	15	15	20	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Assessment Syllabus Outcomes

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



## Community & Family Studies Scope and Sequence

The scope and sequence covers the following content:

- HSC core: Research Methodology (30 hours) - This module builds upon introductory research opportunities integrated throughout the Preliminary course. It focuses on the processes of inquiry and research, allowing students to pursue an area of interest in an Independent Research Project. The course is designed so that elements of the Independent Research Project can be facilitated by the teacher. The skills and understanding related to research methodology should be developed throughout the study of both the Preliminary and HSC courses.
- HSC core: Groups in Context (30 hours) - This module builds upon students' knowledge and understanding acquired in the Preliminary course modules Resource Management and Individuals and Groups.
- HSC core: Parenting and Caring (30 hours) - In this module, students develop their understanding of the types of parents and carers and how to best prepare for the role of a parent or carer in order to optimise the wellbeing of a dependant.
- HSC option: Individuals and Work (30 hours) - In this module, students consider how contemporary workplace practices have evolved in response to social changes. Students gain an understanding of both the benefits of a variety of work patterns to family wellbeing and how workplace practices have changed to acknowledge the value of family life

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Term 4</b> 2023	Research Methodology											
	<b>Assessment Task 1: IRP 20% Due: Week 10</b>											
	4.1, 4.2											
<b>Term 1</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Groups in Context								Parenting & Caring			
	<b>Assessment Task 2: Groups in Context 25% Due: Week 10</b>											
1.1, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 5.1, 6.2								1.1, 2.1, 2.2, 2.3, 3.2, 3.4, 5.1, 5.2, 6.1				
<b>Term 2</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Parenting & Caring						Individuals and Work					
	<b>Assessment Task 3: Parenting and Caring 25% Due: Week 6</b>											
1.1, 2.1, 2.2, 2.3, 3.2, 3.4, 5.1, 5.2, 6.1						2.2, 2.3, 3.3, 3.4, 5.2, 6.1						
<b>Term 3</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Individuals and Work					<b>Trial Examinations</b>		<b>Catch Up / Revision</b>				
						<b>Assessment Task 4: 30%</b>						
2.2, 2.3, 3.3, 3.4, 5.2, 6.1					ALL OUTCOMES							

## Dance Assessment Schedule

### Course Overview:

Dance in Stage 6 is designed for students to experience, understand and value dance as an artform through the study of the performance, composition and appreciation of dance.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Performance & Composition	Performance, Composition & Major Study	Performance, Composition & Major Study <b>Practical Trial Examinations</b>	Formal Written Appreciation	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 2	Term 3, Week 7	
	<b>Outcomes assessed</b>  Performance: H2.1, 2.2, 2.3 Composition: H3.1, 3.2, 3.3, 3.4	<b>Outcomes assessed</b> Performance: H2.1, 2.2, 2.3 Composition: H3.1, 3.2, 3.3, 3.4 Major Study: H1.1, 1.2, 1.3, 1.4	<b>Outcomes assessed</b> Performance: H2.1, 2.2, 2.3 Composition: H3.1, 3.2, 3.3, 3.4 Major Study: H1.1, 1.2, 1.3, 1.4	<b>Outcomes assessed</b>  H4.1, 4.2, 4.3, 4.4, 4.5	
<b>Core Performance</b>	5	5	10		<b>20</b>
<b>Core Composition</b>	5	5	10		<b>20</b>
<b>Core Appreciation</b>				20	<b>20</b>
<b>Major Study Performance</b>		20	20		<b>40</b>
<b>Total %</b>	<b>10</b>	<b>30</b>	<b>40</b>	<b>20</b>	<b>100</b>

### Assessment Syllabus Outcomes

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

## Dance Scope and Sequence

The following scope and sequence covers the following content:

**Core Performance including Safe Dance Practice:** Area of study 1 – Dance Technique, Area of study 2 – The elements of dance as they relate to performance, Area of study 3 –the core performance dance, Creation of Core Performance pieces

**Dance Composition:** Brain storm idea's and concepts using visual and auditory stimuli, Selection of composition concept, Start creating shapes to form possible, motif/s, Generating movement, Manipulation of motif/s

**Dance Appreciation:** Skill of analysis and introduction to Core appreciation works – Bangarra Dance Theatre and Sarabande – Jiri Kylian, First impressions, Research tasks on Bangarra Dance Theatre and Jiri Kylian background training and context of the work, Examine intent of Terrain and Sarabande

**Major Study:** Area of study 1 – Dance Technique, Dance Technique applied to Performance Quality, Area of Study 2- Performance quality, Area of study 3 – Interpretation, Area of study 4 – Relevant music principles, Area of study 5 – General characteristics of dance performance, Area study 6- the language of dance

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4</b> 2023	1. Core Performance including Safe Dance Practice				2. Dance Composition		3. Dance Appreciation			4. Major Study	
	<b>NO ASSESSMENT TERM 4</b>										
	1. H2.1 H2.2 H2.3				2. H3.1 H3.2 H3.3 H3.4		3. H4.1 H4.2 H4.3H4.4 H4.5			4. H1.1 H1.2 H1.3 H1.4	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b> 2024	1. Core Performance including Safe Dance Practice				2. Dance Composition		3. Dance Appreciation			4. Major Study	
	<b>Assessment Task 1: Performance (5%) &amp; Composition (5%) Due: Week 10</b>										
	1. H2.1 H2.2 H2.3				2. H3.1 H3.2 H3.3 H3.4		3. H4.1 H4.2 H4.3H4.4 H4.5			4. H1.1 H1.2 H1.3 H1.4	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 10
<b>Term 2</b> 2024	1. Core Performance including Safe Dance Practice				2. Dance Composition		3. Dance Appreciation			4. Major Study	
	<b>Assessment Task 2: Performance (5%), Composition (5%) &amp; Major Study (20%) Due: Week 9</b>										
	1. H2.1 H2.2 H2.3				2. H3.1 H3.2 H3.3 H3.4		3. H4.1 H4.2 H4.3H4.4 H4.5			4. H1.1 H1.2 H1.3 H1.4	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 10
<b>Term 3</b> 2024	1. Core Performance including Safe Dance Practice				2. Dance Composition		<b>Trial Examinations Appreciation - Written</b>				
	3. Dance Appreciation				4. Major Study						
	<b>Trial Examinations Practical:</b>					<b>Assessment Task 4: Appreciation (20%) Due: Week 7</b>					
	<b>Assessment Task 3: Performance (10%), Composition (10%) &amp; Major Study (20%) Due: Week 2</b>										
1. H2.1 H2.2 H2.3				2. H3.1 H3.2 H3.3 H3.4		3. H4.1 H4.2 H4.3H4.4 H4.5			4. H1.1 H1.2 H1.3 H1.4		

## English Advanced Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> <li>• Common Module – Texts and Human Experiences</li> <li>• Module A – Textual Conversations</li> <li>• Module B – Critical Study of Literature</li> <li>• Module C – Craft of Writing</li> </ul>					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Common Module: Texts and Human Experiences</b> Multimodal presentation using prescribed text with related material plus an extended response	<b>Module A: Textual Conversations</b>  Extended response	<b>Module C: Craft of Writing</b>  Imaginative text and reflection statement	<b>Trial HSC Examination</b>  Paper 1 - Common Module Paper 2 - Modules A, B & C (note – Mod C is not included in the weighting for this assessment task)	
	<b>Term 4, Week 9</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 6</b>	<b>Term 3, Week 6/7</b>	
	<b>Outcomes assessed</b>  EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	<b>Outcomes assessed</b>  EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	<b>Outcomes assessed</b>  EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	<b>Outcomes assessed</b>  EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes;

- EA12-1** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3** critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6** investigates and evaluates the relationships between texts
- EA12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

## English Advanced Scope and Sequence

The scope and sequence covers the following content:

- Common Module – Texts and Human Experiences (30 hours)
- Module A – Textual Conversations (30 hours)
- Module B – Critical Study of Literature (30 hours)
- Module C – Craft of Writing (30 hours)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4</b> 2023	Common Module – Text and Human Experiences <i>Billy Elliot (film)</i>										
	<b>Assessment Task 1: Multimodal Presentation with related material and Extended Response 25% Due: Week 9</b>										
	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b> 2024	Module A – Textual Conversations <i>Hagseed (prose) and The Tempest (Shakespeare)</i>										
	<b>Assessment Task 2: Extended Response 20% Due: Week 10</b>										
	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-8										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 2</b> 2024	Module C – Craft of Writing					Module B – Critical Study of Literature <i>Under Milkwood (play)</i>					
	<b>Assessment Task 3: Imaginative Text and Reflection 25% Due: Week 6</b>										
	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 3</b> 2024	Module B – Critical Study of Literature <i>Under Milkwood (play)</i>					<b>Trial Examinations</b>		HSC Revision			
						<b>Assessment Task 4 30%</b>					
						EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8					

## English Standard Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> <li>• Common Module – Texts and Human Experiences</li> <li>• Module A – Language, Identity and Culture</li> <li>• Module B – Close Study of Literature</li> <li>• Module C – Craft of Writing</li> </ul>					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Common Module: Texts and Human Experiences</b>  Multimodal presentation using prescribed text with related material plus an extended response	<b>Module A: Language Identity and Culture</b>  Extended response	<b>Module C: Craft of Writing</b>  Imaginative text and reflection statement	<b>Trial HSC Examination</b>  Paper 1 - Common Module Paper 2 - Modules A, B & C (note – Mod C is not included in the weighting of this exam)	
	<b>Term 4, Week 9</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 6</b>	<b>Term 3, Week 6/7</b>	
	<b>Outcomes assessed</b>  EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7	<b>Outcomes assessed</b>  EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8	<b>Outcomes assessed</b>  EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	<b>Outcomes assessed</b>  EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes;

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

## English Standard Scope and Sequence

The scope and sequence covers the following content:

Common Module – Texts and Human Experiences (30 hours)

Module A – Language, Identity and Culture (30 hours)

Module B – Close Study of Literature (30 hours)

Module C – Craft of Writing (30 hours)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11			
<b>Term 4</b> 2023	Common Module – Text and Human Experiences <i>Billy Elliot</i> (film)													
	<b>Assessment Task 1: Multimodal Presentation with related material and extended response 25% Due: Week 9</b>													
	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7													
<b>Term 1</b> 2024	Module A – Language, Identity and Culture <i>Henry Lawson</i> (prose fiction)													
	<b>Assessment Task 2: Extended Response 20% Due: Week 10</b>													
	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8													
<b>Term 2</b> 2024	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Module C – Craft of Writing</td> <td style="width: 50%; text-align: center;">Module B – Close Study of Literature <i>Oodgeroo Noonuccal</i> (poetry)</td> </tr> </table>											Module C – Craft of Writing	Module B – Close Study of Literature <i>Oodgeroo Noonuccal</i> (poetry)	
	Module C – Craft of Writing	Module B – Close Study of Literature <i>Oodgeroo Noonuccal</i> (poetry)												
	<b>Assessment Task 3: Imaginative Text and Reflection 25% Due: Week 6</b>													
EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9														
<b>Term 3</b> 2024	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Module B – Close Study of Literature <i>Oodgeroo Noonuccal</i> (poetry)</td> <td style="width: 25%; text-align: center;"><b>Trial Examinations</b></td> <td style="width: 25%; text-align: center;">HSC Revision</td> </tr> </table>											Module B – Close Study of Literature <i>Oodgeroo Noonuccal</i> (poetry)	<b>Trial Examinations</b>	HSC Revision
	Module B – Close Study of Literature <i>Oodgeroo Noonuccal</i> (poetry)	<b>Trial Examinations</b>	HSC Revision											
	<b>Assessment Task 4 30%</b>													
EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8														

## English Studies Assessment Schedule

<b>Course Overview:</b>					
<ul style="list-style-type: none"> <li>• Common Module – Texts and Human Experiences</li> <li>• Module C: On the Road – English and the Experience of Travel</li> <li>• Module F: MiTunes and Text – English and the Language of Song</li> <li>• Module K: The Big Screen – English in Filmmaking</li> </ul>					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Common Module: Texts and Human Experiences</b>  Multimodal presentation using prescribed text and related material	<b>Module C: On the Road</b>  Research Task	<b>Module F: MiTunes and Text</b>  Portfolio of work (from across modules)	<b>Trial HSC Examination</b>  Paper 1 – Common Module and Modules (responding to a stimulus)	
	<b>Term 4, Week 9</b>	<b>Term 1, Week 11</b>	<b>Term 3, Week 5</b>	<b>Term 3, Week 6/7</b>	
	<b>Outcomes assessed</b>  ES12-1, ES12-2, ES12-4, ES12-5, ES12-6, ES12-8	<b>Outcomes assessed</b>  ES12-1, ES12-3, ES12-6, ES12-7, ES12-8, ES12-9	<b>Outcomes assessed</b>  ES12-4, ES12-5, ES12-6, ES12-7, ES12-9 & ES12-10	<b>Outcomes assessed</b>  ES 12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8	
Knowledge and understanding of course content	15	10	15	10	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	10	15	10	50
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

### Assessment Syllabus Outcomes;

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



## English Studies Scope and Sequence

The scope and sequence covers the following content:

- Common Module – Texts and Human Experiences (30 hours)
- Module C: On the Road – English and the Experience of Travel (30 hours)
- Module F: MiTunes and Text – English and the Language of Song (30 hours)
- Module K: The Big Screen – English in Filmmaking (30 hours)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4</b> 2023	Common Module – Text and Human Experiences <i>Billy Elliot</i> (film)										
	<b>Assessment Task 1: Multimodal Presentation with related material 30% Due: Week 9</b>										
	ES12-1, ES12-2, ES12-4, ES12-5, ES12-6, ES12-8										
<b>Term 1</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module C – On the Road										
	<b>Assessment Task 2: Research Task 20% Due: Week 11</b>										
ES12-1, ES12-3, ES12-6, ES12-7, ES12-8, ES12-9											
<b>Term 2</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module F – MiTunes and Text										
	ES12-4, ES12-5, ES12-6, ES12-7, ES12-9 & ES12-10										
<b>Term 3</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module K – The Big Screen					<b>Trial Examinations</b>		HSC Revision (if students chose to sit HSC Examination)			
	<b>Assessment Task 3: Portfolio 30% Due: Week 5</b>					<b>Assessment Task 4 20%</b>					
ES12-4, ES12-5, ES12-6, ES12-7, ES12-9 & ES12-10					ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8						

## Food Technology Assessment Schedule

### Course Overview:

Food Technology Stage 6 aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Australian Food Industry Practical and Theory Task	Food Manufacture Extended Response and Practical	FPD/CNI Food Product Design and Evaluation	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 9	Term 3, Week 6/7	
	Outcomes assessed  H1.2, H1.4, H3.1, H5.1	Outcomes assessed  H4.2, H1.1, H5.1	Outcomes assessed  H2.1, H3.2, H4.1, H1.3	Outcomes assessed  H1.1, H1.3, H1.4, H2.1, H4.2	
Knowledge and understanding of course content	10		10	20	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating		10	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10		<b>30</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes

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

## Food Technology Scope and Sequence

The scope and sequence covers the following content:

- The Australian Food Industry – 25%
- Food Manufacture – 25%
- Food Product Development -25%
- Contemporary Nutrition Issues -25%

The HSC Course is 120 hours (indicative time)

<b>Term 4</b> 2023	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
	The Australian Food Industry										
	<b>Assessment Task 1: Practical and Theory Task -20% Due: Week 10</b>										
	H1.2, H1.4, H3.1, H5.1										
<b>Term 1</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
	Food Manufacturing										
	<b>Assessment Task 2: Timed writing task -20% Due: Week 10</b>										
	H4.2, H1.1, H5.1										
<b>Term 2</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	Food Product Development/CNI										
	<b>Assessment Task 3: Food Product Design and Evaluation- 30% Due: Week 9</b>										
	H2.1, H3.2, H4.1, H1.3										
<b>Term 3</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	Contemporary Nutrition Issues					<b>Trial Examinations</b>					
						<b>Assessment Task 4 30%</b> Due Term 3 Week 6/7 H1.1, H1.3, H1.4, H2.1, H4.2					

## HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESAs Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

**Work placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

### **Work placement advice from NESA in response to COVID**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

**HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).**

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure

## Certificate II in Hospitality



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

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

School Name: Cowra High School

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 2	Task 3	Task 4	½ yearly Exam**	Trial Exam**
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week	Week	Week	Week
		Term 4	Term 5	Term 7	Term 5	Term 7
		Date:	Date:	Date:	Date:	Date:
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	x			x	x
SITHFAB024	Prepare and serve non-alcoholic beverages		x		x	x
SITHFAB025	Prepare and serve espresso coffee		x		x	x
SITHFAB027	Serve food and beverages		x		x	x
BSBTWK201	Work effectively with others			x	x	x
SITHIND007	Use hospitality skills effectively			x	x	x

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

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

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

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

## Legal Studies Assessment Schedule

<b>Course Overview:</b> Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level.					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Research Essay</b> Crime	<b>In class Essay</b> Global Environment Protection	<b>Short answer responses</b> Human Rights and Shelter	<b>Trial HSC Examination</b>	
	<b>Term 4, Week 9</b>	<b>Term 1, Week 10</b>	<b>Term 3, Week 1</b>	<b>Term 3, Week 6/7</b>	
	<b>Outcomes assessed</b> H1, H2, H3, H9	<b>Outcomes assessed</b> H4, H5, H7, H8, H10	<b>Outcomes assessed</b> H1, H3, H4, H6,	<b>Outcomes assessed</b> H1 H2 H3 H4 H5 H6 H8 H9 H10	
Knowledge and understanding of course content	10	5	5	20	<b>40</b>
Analysis and evaluation	5	5	5	5	<b>20</b>
Inquiry and research		10	10		<b>20</b>
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100</b>

### Assessment Syllabus Outcomes:

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

## Legal Studies Scope and Sequence

The following scope and sequence covers the following content:

- Core Study: Crime – 36 hours
- Global Environment Protection – 30 hours
- Human Rights and Shelter – 30 hours
- Core Part II: Human Rights - 24 hours

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4</b> 2023	<b>Core Study: Crime</b>										
	<b>Assessment Task 1:</b> Research Essay 20% Week 9.										
	H1, H2, H3, H9										
<b>Term 1</b> 2024	<b>Week 1</b>	<b>Week 2</b> Module Commences	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b> Assessment Week	<b>Week 11</b>
	<b>Option: Global Environment Protection</b>										Option: 'Shelter'
	<b>Assessment Task 2:</b> In Class Task 25%, Due Week 10 during Assessment Week										
	H4, H5, H7, H8, H10										H1, H3, H4, H6
<b>Term 2</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	<b>Option: Human Rights and Shelter</b>								<b>Core Part II: Human Rights</b>		
	<b>Assessment Task 3:</b> Short Answer questions 25% Term 3, Week 1										
H1, H3, H4, H6											
<b>Term 3</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	<b>Core Part II: Human Rights</b>					<b>Trial Examinations</b>		<b>Revision of Topics:</b> Crime, GEP, Shelter, Human Rights <b>At least 2 hours for each topic</b>			
	Assessment Task 3: Short answer responses 25% Week 1					<b>Assessment Task 4: Trial Examinations</b>					
H1, H3, H4, H6					<b>Trial Examinations 30%</b>		H1, H2, H3, H4, H5, H6, H7, H8, H9, H10				

## Modern History Assessment Schedule

### Course Overview:

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Historical Analysis	In Class Essay	Research Task	Trial HSC Examination	
	Power and Authority in the Modern World	Russia and the Soviet Union	Conflict in the Pacific		
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 7	Term 3, Week 6/7	
Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed		
MH12-5, MH12-6, MH12-7, MH12-8	MH12-1, MH12-2, MH12-5, MH12-9	MH12-1, MH12-3, MH12-4, MH12-9	All outcomes		
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10			10	<b>20</b>
Historical inquiry and research	5	5	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes:

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



# Modern History Scope and Sequence

The scope and sequence covers the following content:

- Core Study: Power and Authority in the Modern World 1919-1946 - 35 hours
- National Studies: Russia and the Soviet Union 1917-1941 - 28 hours
- Peace and Conflict: Conflict in Europe 1935-1945 - 28 hours
- Change in the Modern World: The Nuclear Age 1945 – 2011- 28 hours

The Historical concepts and skills content are integrated throughout the course.

<b>Term 4</b> 2023	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
	<b>Core Study:</b> Power and Authority in the Modern World 1919-1946								<b>National Study:</b> Russia and the Soviet Union 1917-1941		
	<b>Assessment Task 1: Historical Analysis</b> 30% Due: Week 8										
	MH12-5, MH12-6, MH12-7, MH12-8								MH12-1, MH12-2, MH12-5, MH12-9		
<b>Term 1</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b> <b>Assessment Week</b>	<b>Week 11</b>
	<b>National Study:</b> Russia and the Soviet Union 1917-1941								<b>Peace and Conflict:</b> Conflict in the Pacific 1937 - 1951		
	<b>Assessment Task 2:</b> In Class Task 20%. Due: Term 1, Week 10 during Assessment Week										
	MH12-1, MH12-2, MH12-5, MH12-9								MH12-1, MH12-3, MH12-4, MH12-9		
<b>Term 2</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	<b>National Studies:</b> Conflict in the Pacific 1937 - 1951					<b>Change in the Modern World:</b> The Nuclear Age					
	<b>Assessment Task 3:</b> Research Task 20%. Due: Week 7										
	MH12-1, MH12-3, MH12-4, MH12-9					MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9					
<b>Term 3</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	<b>Change in the Modern World:</b> The Nuclear Age					<b>Trial Examinations</b>		<b>Revision:</b> all topics (or complete any outstanding module content or dot points)			
						<b>Assessment Task 4:</b> Trial Examinations 30%					
	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9					All outcomes		MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9			

# HSC Assessment Advice for VET Courses

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- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure

# Manufacturing and Engineering



**Manufacturing and Engineering Introduction**

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

**Qualification: MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways**

**Cohort 2023 – 2024**

**59732 2 Units x 2 Years**

**Training Package MEM05 Metal and Engineering (version 11.1) & MEM - Manufacturing and Engineering (Release 2.1)**

**School Name: Cowra High School**

**Assessment Schedule Year: 12 - 2024**

Assessment events		Task 4	Task 5	Task 6
		Week 5 Term 3	Week 5 Term 3	Week 10 Term 1
Code	Unit of competency			
MEMPE006A	Undertake a basic engineering project	X		
MEMPE001A	Use engineering workshop machines			
MEMPE002A	Use electric welding machines			
MEMPE004A	Use fabrication equipment		X	
MEMPE005A	Develop a career plan for the engineering and manufacturing industry			X

**\* Students must complete 35 hours of work placement during the course 2023.**

Depending on the achievement of units of competency, the possible qualification outcome is a **MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

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

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

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

## Mathematics Advanced Assessment Schedule

### Course Overview:

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment/ Investigation	In-Class Test	In-Class Test	Trial HSC Examination	
	Term 4, Week 7	Term 1, Week 6	Term 2, Week 10	Term 3, Week 6/7	
	Outcomes assessed MA11-7 MA11-8 MA11-9 MA12-9 MA12-10	Outcomes assessed MA12-1 MA12-3 MA12-5 MA12-7 MA12-9 MA12-10	Outcomes assessed MA12-2 MA12-4 MA12-8 MA12-9 MA12-10	Outcomes assessed MA12-1 to MA12-10	
Understanding, Fluency and Communicating	15	10	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes

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

## Mathematics Advanced Scope and Sequence

The scope and sequence covers the following content:

- Functions – 8 hours
- Trigonometric Functions – 12 hours
- Calculus – 48 hours
- Financial Mathematics – 20 hours
- Statistical Analysis – 36 hours

<b>Term 4</b> 2023	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
	Differential Calculus (MA-C2)			The First and Second Derivative (MA-C3.1)			Applications of the Derivative (MA-C3.2)		The Anti-Derivative (MA-C4.1)		Areas and the Definite Integral (MA-C4.2)
	<b>Assessment Task 1: Assignment/Investigation Task, 30%, Due: Week 7</b>										
	MA12-3, MA12-6, MA12-9, MA12-10			MA12-3, MA12-6, MA12-9, MA12-10					MA12-3, MA12-7, MA12-9, MA12-10		
<b>Term 1</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
		Areas and the Definite Integral (MA-C4.2)	Graphing Techniques (MA-F2)		Trigonometric Functions and Graphs (MA-T3)		Data and Summary Statistics (MA-S2.1)			Bivariate Data Analysis (MA-S2.2)	
	<b>Assessment Task 2: In-Class Test, 20%, During Week 6</b>										
	MA12-3 MA12-7 MA12-9 MA12-10		MA12-1, MA12-9, MA12-10		MA12-1, MA12-5, MA12-9, MA12-10		MA12-8, MA12-9, MA12-10				
<b>Term 2</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	Continuous Random Variables (MA-S3.1)		The Normal Distribution (MA-S3.2)			Modelling Financial Situations (MA-M1)					
	<b>Assessment Task 3: In-Class Test, 20%, During Week 10</b>										
	MA12-8, MA12-9, MA12-10					MA12-2, MA12-4, MA12-9, MA12-10					
<b>Term 3</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	Revision					<b>Trial Examinations</b>		Preparation for HSC Examination			
						<b>Assessment Task 4: Trial HSC Examination, 30%</b>					
						MA12-1 to MA12-10					

# Mathematics Standard 1 Assessment Schedule

## Course Overview:

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment/ Investigation 1	In-Class Test	Assignment/ Investigation 2	Trial HSC Examination	
	Term 4, Week 7	Term 1, Week 6	Term 2, Week 10	Term 3, Week 6/7	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-8 MS1-12-10	MS1-12-1 to MS1-12-10	
Understanding, Fluency and Communicating	15	10	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Assessment Syllabus Outcomes

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

# Mathematics Standard 1 Scope and Sequence

The scope and sequence covers the following content:

- Algebra – 20 hours
- Measurement – 40 hours
- Financial Mathematics – 28 hours
- Statistical Analysis – 20 hours
- Networks – 16 hours

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4</b> 2023	Simultaneous Linear Equations (MS-A3.1)		Surveys (MS-S3.1)		Exploring and Describing Data (MS-S3.2)			Investment (MS-F2)			Graphs of Practical Situations (MS-A3.2)
	<b>Assessment Task 1: Assignment/Investigation Task 1, 25%, Due: Week 7</b>										
	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10		MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10		MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10			MS1-12-5, MS1-12-9, MS1-12-10			MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10
<b>Term 1</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Graphs of Practical Situations (MS-A3.2)		Right-Angled Triangles (MS-M3)			Depreciation and Loans (MS-F3)					
	<b>Assessment Task 2: In-Class Test, 20%, During Week 6</b>										
MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10		MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10				MS1-12-5, MS1-12-9, MS1-12-10					
<b>Term 2</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Rates (MS-M4)			Scale Drawings (MS-M5)			Networks (MS-N1.1)		Shortest Path (MS-N1.2)		
	<b>Assessment Task 3: Assignment/Investigation Task 2, 25%, Due: Week 10</b>										
MS1-12-3, MS1-12-9, MS1-12-10			MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10			MS1-12-8, MS1-12-9, MS1-12-10					
<b>Term 3</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Revision					Trial Examinations		Preparation for HSC Examination			
	<b>Assessment Task 4: Trial HSC Examination, 30%</b>										
					MS1-12-1 to MS1-12-10						

## Mathematics Standard 2 Assessment Schedule

### Course Overview:

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment/ Investigation	In-Class Test	In-Class Test	Trial HSC Examination	
	Term 4, Week 7	Term 1, Week 6	Term 2, Week 10	Term 3, Week 6/7	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MS2-12-1	MS2-12-2	MS2-12-3	MS2-12-1 to MS2-12-10	
	MS2-12-6	MS2-12-5	MS2-12-4		
	MS2-12-9	MS2-12-7	MS2-12-8		
	MS2-12-10	MS2-12-9 MS2-12-10	MS2-12-9 MS2-12-10		
Understanding, Fluency and Communicating	15	10	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes

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



## Mathematics Standard 2 Scope and Sequence

The scope and sequence covers the following content:

- Algebra – 16 hours
- Measurement – 32 hours
- Financial Mathematics – 28 hours
- Statistical Analysis – 24 hours
- Networks – 24 hours

<b>Term 4</b> 2023	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
	Simultaneous Linear Equations (MS-A4.1)		Non-Linear Relationships (MS-A4.2)		Loans and Depreciation (MS-F4.2)		Investments (MS-F4.1)		Annuities (MS-F5)		
	<b>Assessment Task 1: Assignment/Investigation, 30%, During: Week 7</b>										
	MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10				MS2-12-5, MS2-12-9, MS2-12-10				MS2-12-5, MS2-12-9, MS2-12-10		
<b>Term 1</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
	Bivariate Data Analysis (MS-S4)			The Normal Distribution (MS-S5)			Non-Right-Angled Trigonometry (MS-M6)				
	<b>Assessment Task 2: In Class Test, 20%, Due Week 6</b>										
	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10				MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10			MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10			
<b>Term 2</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	Rates and Ratios (MS-M7)				Networks (MS-N2.1)		Shortest Path (MS-N2.2)	Critical Path Analysis (MS-N3)			
	<b>Assessment Task 3: In-Class Test, 20%, During Week 10</b>										
	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10				MS2-12-8, MS2-12-9, MS2-12-10						
<b>Term 3</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	Revision					Trial Examinations		Preparation for HSC Examination			
	<b>Assessment Task 4: Trial HSC Examination, 30%</b>										
							MS2-12-1 to MS2-12-10				

## Numeracy CEC Assessment Schedule

### Course Overview:

The *Numeracy Stage 6 CEC Syllabus* is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively. The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment/ Investigation 1	Assignment/ Investigation 2	Assignment/ Investigation 3	Assignment/ Investigation 4	
	Term 4, Week 7	Term 1, Week 6	Term 2, Week 6	Term 3, Week 3	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.4 N6-2.5 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.2 N6-2.5 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.3 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-2.4 N6-2.5 N6-3.1 N6-3.2	
Understanding, Fluency and Communicating	15	10	15	10	<b>50</b>
Problem Solving, Reasoning and Justification	10	15	10	15	<b>50</b>
Total %	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes

- N6-1.1** Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2** Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3** Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1** Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2** Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3** Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-3.1** Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2** Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

## Numeracy CEC Scope and Sequence

The following scope and sequence covers the following content:

- Module 3 (92 hours)
- Module 4 (44 hours)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4</b> 2023	Operations with Whole Numbers (3.2)			Percentages (3.1)			Spending Money (3.3.1)		Earning Money (3.3.2)		
	<b>AT1: Assessment Task 1, 25%, Due Week 7</b>										
	N6-1.1, N6-1.2, N6-1.3, N6-2.4, N6-3.1, N6-3.2										
<b>Term 1</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Personal Finance (3.3.3)			Location (3.4.1)		Time (3.4.2)		Temperature (3.4.3)		Space and Design (3.5)	
	<b>AT2: Assessment Task 2, 25%, Due Week 6</b>										
	N6-1.1, N6-1.2, N6-1.3, N6-2.4, N6-3.1, N6-3.2			N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.5, N6-3.1, N6-3.2							
<b>Term 2</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Space and Design (3.5)		Rates and Ratios (4.1)				Statistics (4.2.1)				
	<b>AT3: Assessment Task 3, 25%, Due Week 6</b>										
	N6-1.1, N6-1.2, N6-2.5, N6-3.2		N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.1, N6-3.2				N6-1.1, N6-1.2, N6-1.3, N6-2.3, N6-3.1, N6-3.2				
<b>Term 3</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Probability (4.2.2)						Trial HSC Examinations				
	<b>AT4: Assessment Task 4, 25%, Due Week 3</b>										
	N6-1.1, N6-1.2, N6-1.3, N6-2.3, N6-3.1, N6-3.2										

## Music 1 Assessment Schedule

### Course Overview:

- An Instrument and its Repertoire
- Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries
- Elective Topic

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Composition Portfolio</b> Composition portfolio with musicological analysis of one selected work to demonstrate stylistic features and compositional techniques	<b>Presentation of Electives for Topics 1 and 2</b> Presentation of TWO Elective Tasks - each either a Composition + diary, Performance or Viva Voce, plus an aural analysis	<b>Presentation of Elective Topic 3</b> Presentation of Elective Task - each either a Composition + diary, Performance or Viva Voce	<b>Trial HSC Examination</b> Aural Skills exam responding to excerpts and presentation of Core Performance	
	<b>Term 4, Week 10</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 7</b>	<b>Term 3, Week 6/7</b>	
	<b>Outcomes assessed</b> H2, H3, H4, H5, H6, H7 & H8	<b>Outcomes assessed</b> Elective: H1- H9 (as appropriate to elected task) Aural: H4 & H6	<b>Outcomes assessed</b> Elective: H1- H9 (as appropriate to elected task)	<b>Outcomes assessed</b> Aural: H4 & H6 Core: H1, H5, H7 & H9	
Performance				10	<b>10</b>
Composition	10				<b>10</b>
Musicology	10				<b>10</b>
Aural		5		20	<b>25</b>
Elective		30	15		<b>45</b>
<b>Total %</b>	<b>20</b>	<b>35</b>	<b>15</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes;

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

# Music 1 Scope and Sequence

The scope and sequence covers the following content:

- An Instrument and its Repertoire (Common Practice) (35 hours)
- Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries (35 hours)
- Elective Topic (45 hours)

<b>Term 4</b> 2023	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
	An Instrument and It's Repertoire (Common Practice)										
	<b>Assessment Task 1: Composition Portfolio 20% Due: Week 10</b>										
	H2, H3, H4, H5, H6, H7 & H8										
<b>Term 1</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
	Music of the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries										
	<b>Assessment Task 2: Presentation of Elective Topics 1 &amp; 2 with aural 35% Due: Week 10</b>										
	Elective: H1- H9 (as appropriate to elected task) + Aural H4 & H6										
<b>Term 2</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	Elective 3										
	<b>Assessment Task 3: Presentation of Electives for Topic 3 15% Due: Week 7</b>										
	Elective: H1-H9 (as appropriate to elected task)										
<b>Term 3</b> 2024	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	Exam Preparation + Core					<b>Trial Examinations</b>		<b>HSC MUSIC EXAMINATION – Week 8 &amp; 9</b>			
						<b>Assessment Task 4 30%</b>					
						Aural: H4, H6, Core: H1, H5, H7 & H9					

## PDHPE Assessment Schedule

### Course Overview:

The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Core 2 – Factors Affecting Performance <b>Case Study &amp; In Class Task</b>	Option 4 – Improving Performance <b>Report &amp; In Class Task</b>	Core 1 – Health Priorities in Australia <b>Research &amp; In Class Task</b>	Trial HSC Examination	
	<b>Term 4, Week 9</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 5</b>	<b>Term 3, Week 6/7</b>	
	<b>Outcomes assessed</b> H8, H11, H16, H17	<b>Outcomes assessed</b> H8, H10, H-16, H17	<b>Outcomes assessed</b> H1, H2, H3, H4, H5 H14, H15, H6	<b>Outcomes assessed</b> ALL OUTCOMES	
<b>Knowledge and understanding of course content</b>	10	10	10	10	<b>40</b>
<b>Skills in critical thinking, research, analysing and communicating</b>	10	10	15	25	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>100</b>

### Assessment Syllabus Outcomes;

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

## PDHPE Scope and Sequence

The scope and sequence covers the following content:

- HSC Core 1: Health Priorities in Australia (36 hours) - This compulsory module examines the health status of Australians and investigates, in depth, the current health priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians.
- HSC Core 2: Factors Affecting Performance (36 hours) - This compulsory module examines the factors that affect performance. In this module, students explore the physical and psychological bases of performance. They experience and critically analyse approaches to training and skill development and investigate the contributions of psychology, nutrition and recovery strategies to performance.
- HSC Option 3: Sports Medicine (24 hours) - This option module is concerned with the specific issues of prevention, assessment, management of and recovery from sports injury. In this module, students examine how the extent and intensity of sports participation relates to the incidence of sports injuries. They explore the range of technical and scientific approaches for maintaining the wellbeing of athletes.
- HSC Option 4: Improving Performance (24 hours) - In this module, students investigate approaches to the physiological preparation and skill development of athletes. Students will experience and analyse a variety of training methods and look at the application of these methods to improving performance. The effects of planning on performance and ethical considerations relating to improving athletes' performance are also examined.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Term 4</b> 2023	Core 2: Factors Affecting Performance									Option 4: Improving Performance		
	<b>Assessment Task 1: 20% Due: Week 9</b>											
	H7, 8, 9, 10, 11, 16, 17									H7, 8, 9, 10, 16, 17		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Term 1</b> 2024	Option 4: Improving Performance							Core 1: Health Priorities in Australia				
	<b>Assessment Task 2: 20% Due: Week 10</b>											
	H7, 8, 9, 10, 16, 17							H1, 2, 3, 4, 5, 14, 15, 16				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Term 2</b> 2024	Core 1: Health Priorities in Australia						Option 3: Sports Medicine					
	<b>Assessment Task 3: 25% Due: Week 5</b>											
	H1, 2, 3, 4, 5, 14, 15, 16						H8, H13, H16, H17					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Term 3</b> 2024	Option 3: Sports Medicine					Trial Examinations			Catch Up / Revision			
						<b>Assessment Task 4: Trial Examinations 35%</b>						
	H8, H13, H16, H17					H1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17						

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# HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed "Competent" if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an "N" determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

**Work placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- a 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

## **Work placement advice from NESA in response to COVID**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

**HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).**

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure

## Rural Operations

### Cowra High School

Assessment Plan			Evidence Collection		
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1	<a href="#">AHCWHS201</a>	Participate in work health and safety processes	X	X	X
Cluster 2	<a href="#">AHCWRK204</a>	Work effectively in the industry	X		X
Cluster 2	<a href="#">AHCWRK209</a>	Participate in environmentally sustainable work practices	X	X	X
Cluster 3	<a href="#">AHCWRK201</a>	Observe and report on weather	X	X	X
Cluster 4	<a href="#">AHCCHM201</a>	Apply chemicals under supervision	X	X	X
Cluster 4	<a href="#">AHCPMG201</a>	Treat weeds	X	X	X

- Trainers must deliver and assess Cluster 1, 2, 3, 4, then select either Cluster 5 (Livestock stream) or Cluster 6 (Plant stream) and select optional clusters to total of 15 units of competency.
- Clusters DO NOT NEED TO BE ASSESSED IN ORDER.NB: Only the preliminary clusters will be open on schools online in the preliminary year.
- Delete all optional clusters not selected
- Note: When more than 1 unit is in a 'Cluster', trainers must not assess individual units. Units in a Cluster must be assessed and recorded together in their respective cluster.
- Trainers need to be qualified to deliver the Show livestock Cluster, Growing Plants Cluster.
- [AHCLSK316](#) Prepare livestock for competition will not be automatically opened on Schools Online, RTO contact is essential if you are selecting this unit of competency.

**Cluster 5 (includes Livestock stream)**

Assessment Plan						HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 5	<a href="#">AHCLSK202</a>	Care for health and welfare of livestock	X	X	X	Stream focus
Cluster 5	<a href="#">AHCLSK205</a>	Handle livestock using basic techniques	X	X	X	
Cluster 5	<a href="#">AHCLSK206</a>	Identify and mark livestock	X		X	

**Cluster 8 Feed and Water Livestock**

Assessment Plan					
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 8	<a href="#">AHCLSK211</a>	Provide feed for livestock	X	X	X
Cluster 8	<a href="#">AHCLSK209</a>	Monitor water supplies	X	X	X

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC21216 Certificate II in Rural Operations. The Statement of Attainment towards AHC21216 Certificate II in Rural Operations will only be the possible AQF outcome if at least one UoC has been achieved.

## Society and Culture Assessment Schedule

<b>Course Overview:</b>						
The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course.						
Component	Task 1	Task 2	Task 3	PIP	Task 4	Weighting %
	<b>Research Task</b> Continuity and Change	<b>In class task</b> Popular Culture	<b>Case Study</b> Belief and Ideologies	<b>40% of HSC mark</b> <b>30% of course times</b>	<b>Trial HSC Examination</b>	
	<b>Term 4, Week 8</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 8</b>	<b>Term 3, Week 2</b>	<b>Term 3, Week 6/7</b>	
	<b>Outcomes assessed</b> H1, H2, H3, H5, H7, H9, H10	<b>Outcomes assessed</b> H1, H3, H4, H9, H10	<b>Outcomes assessed</b> H1, H2, H3, H6, H7, H9		<b>Outcomes assessed</b> H1, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding	10	10	10		20	<b>50</b>
Application of evaluation of social and cultural research methodologies	10	10	10			<b>30</b>
Communication of information ideas and issues in appropriate forms	5	5	5		5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>		<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes:

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

## Society and Culture Scope and Sequence

The scope and sequence covers the following content:

- Core Study: Social and Cultural Continuity and Change – (35 hours)
- Personal Interest Project – (36 hours)
- Popular Culture – (28 hours)
- Belief Systems and Ideologies – (28 hours)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4</b> 2023	Core Study: Social and Cultural Continuity and Change						Core Study: Personal Interest Project (10 hours- in part)				
							<b>Assessment Task 1: Research Task 25% Due Week 8.</b>				
	H1; H2; H3; H4; H5; H6; H7; H8; H9; H10						H1; H4; H5; H6; H7; H8; H9; H10				
	Week 1	Week 2 Commence Module	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 Assessment Week	Week 11
<b>Term 1</b> 2024	Core Study: Social and Cultural Continuity and Change Core Study: Personal Interest Project (2 lesson a cycle). (For the rest of the term)			Option 1: Popular Culture Core Study: Personal Interest Project (2 lesson a cycle) for the remainder of the term).							
				<b>Assessment Task 2: In class task, Week 10 during assessment week</b>							
	H1; H2; H3; H4; H5; H6; H7; H8; H9; H10			H1; H2; H3; H5; H7; H9; H10							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 2</b> 2024	Option 2: Belief Systems and Ideologies Core Study: Personal Interest Project (1 lesson a cycle). (For the rest of the term)							<b>Core Study:</b> Personal Interest Project (7 hours)			
	<b>Assessment Task 3: Case Study: Week 8.</b>										
	H1; H2; H3; H6; H7; H9							H1; H4; H5; H6; H7; H8; H9; H10			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 3</b> 2024	Core Study: Personal Interest Project		<b>Revision of Topics:</b> Continuity and Change, Popular Culture and Beliefs and Ideologies <b>Three to Four hours on each topic.</b>			<b>Trial Examinations</b>		Revision of Topics: Continuity and Change, Popular Culture and Beliefs and Ideologies Three to Four hours on each topic			
						<b>Assessment Task 4: Trial Examinations</b>					
	H1; H4; H5; H6; H7; H8; H9; H10					<b>All outcomes</b>		H1; H2; H3; H4; H5; H6; H7; H8; H9; H10			

## Sport, Lifestyle & Recreation Assessment Schedule

### Course Overview:

The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Fitness <b>Research Task</b>	Resistance Training <b>Research &amp; In Class Task</b>	Individual Games and Sports Applications <b>Report &amp; Oral Presentation</b>	<b>Trial HSC Examination</b>	
	<b>Term 4, Week 10</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 8</b>	<b>Term 3, Week 6/7</b>	
	<b>Outcomes assessed</b> 1.2, 1.3, 2.2, 3.2, 3.3, 4.1	<b>Outcomes assessed</b> 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	<b>Outcomes assessed</b> 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	<b>Outcomes assessed</b> All	
<b>Knowledge and understanding of course content</b>	10	15	10	15	<b>50</b>
<b>Skills in critical thinking, research, analysing and communicating</b>	15	10	15	10	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes

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

## Sports, Lifestyle and Recreation Scope and Sequence

The scope and sequence covers the following content:

- Fitness (30 hours) - In this module students will develop the knowledge, understanding and skills necessary to design, implement and evaluate individual fitness programs. Students will examine the nature of fitness, the key elements of fitness program design and how fitness can be improved.
- Resistance (30 hours) - In this module students will develop the knowledge and skills necessary to plan and implement safe and effective resistance training programs. Students will investigate the various forms and uses of muscle training and will design resistance programs incorporating overload techniques.
- Individual Games and Sports (30 hours) - In this module students will develop knowledge, understanding and skills that promote confidence and success in games and sports activities that are individually orientated \* Students will investigate elements of individual performance in a chosen activity and how practice and training can improve individual performance.
- Healthy Lifestyle (30 hours) - In this module students examine the components of a healthy lifestyle and the factors that influence lifestyle. Students will investigate lifestyle balance, focusing on physical activity, nutrition, and drug use. Students will examine the consequences of imbalance with specific reference to health issues affecting young people.

<b>Term 4</b> 2023	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
	Fitness										
	<b>Assessment Task 1: 25% Due: Week 10</b>										
	1.2, 1.3, 2.2, 3.2, 3.3, 4.1										
<b>Term 1</b> 2023	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
	Resistance Training										
	<b>Assessment Task 2: 25% Due: Week 8</b>										
	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4										
<b>Term 2</b> 2023	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	Individual Games and Sports Applications										
	<b>Assessment Task 3: 25% Due: Week 8</b>										
	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4										
<b>Term 3</b> 2023	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	
	Healthy Lifestyles				<b>Assessment 4 Trial Examination 25%</b>			Health Lifestyles			
	1.5, 2.3, 3.5, 4.3							1.5, 2.3, 3.5, 4.3			

## Visual Arts Assessment Schedule

**Course Overview:** Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view. Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Development of the Body of Work</b>  Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the 3 areas of study	<b>Written Task: Artist's Practice</b>  Investigation of the relationship(s) between artists and artworld practices, including annotated research	<b>Trial HSC Examination</b>  Art Criticism and Art History Written Examination	<b>Body of Work</b>  Resolving the Body of Work: submission of artworks under development, VAPD, written analysis of intention and artmaking practice through the conceptual framework	
	<b>Term 4, Week 10</b>	<b>Term 1, Week 9</b>	<b>Term 3, Week 6/7</b>	<b>Term 3, Week 7</b>	
	<b>Outcomes assessed</b>  H1, H3, H4	<b>Outcomes assessed</b>  H7, H8	<b>Outcomes assessed</b>  H7, H8, H9, H10	<b>Outcomes assessed</b>  H1, H2, H4, H5, H6	
<b>Artmaking</b>  50%	10			40	<b>50</b>
<b>Art Criticism &amp; Art History</b>  50%		20	30		<b>50</b>
<b>Total %</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Assessment Syllabus Outcomes

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



# Visual Arts Scope and Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>TERM 4</b> 2024	<b>Critical &amp; Historical Studies</b> <b>Case Study 1</b> <b>Feminism – Women in Art</b>										
	<b>Artmaking</b> <b>Experimenting – Starting the Body of Work</b>										
	<b>Assessment Task 1: Body of Work Development + Visual Arts Process Diary 10% Due: Week 10</b> H1, H3, H4										
<b>TERM 1</b> 2024	<b>Critical &amp; Historical Studies</b> <b>Case Study 2</b> Identity and the Personal										
	<b>Assessment Task 2: Written Task – Artist’s Practice 20% Due: Week 10</b> H7, H8										
	H7, H8										
<b>TERM 2</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<b>Critical &amp; Historical Studies</b> <b>Case Study 3</b> Art and Politics				<b>Critical &amp; Historical Studies</b> <b>Case Study 4</b> Contemporary Art						
	<b>Artmaking</b> <b>Developing – The Body of Work</b>										
<b>TERM 3</b> 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<b>Critical &amp; Historical Studies</b> <b>Case Study 5</b> Architecture			<b>Revision</b> <b>Case Studies 1-5</b>		<b>BOW due Week 7</b> <b>Trial HSC Examination</b> Art Criticism and Art History Written Examination		<b>Revision</b>			
	<b>Artmaking</b> <b>Resolving – The Body of Work</b> <b>BOW due Week 7</b>							SECTION I Unseen Artwork Questions		SECTION II Written Essay	
	<b>Assessment Task 3: Trial HSC Examination 30%</b>					<b>Assessment Task 4: Body of Work &amp; VAPD 40%</b>					
H1, H2, H4, H5, H6 + H7, H8, H9, H10											