



"WE STRIVE"

YEAR 12

HSC 2024 ASSESSMENT BOOKLET

(Version 2: November 2023)

TERRIGAL HIGH SCHOOL

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Dear Year 12 Students and Parents

This booklet contains the assessment procedures for the courses offered by Terrigal High School for the 2023-2024 Higher School Certificate (HSC).

The course assessment procedures contained in this booklet should be read in conjunction with the course schedules and are accurate at time of publication.

NSW Education Standards Authority (NESA) requires that an assessment process be undertaken for the award of the HSC. All schools must follow NESA regulations in arriving at a student's final HSC assessment mark and rank in a subject.

Much of the information is from the NESA 'Rules and Procedures Guide for Higher School Certificate Candidates'.

This document is available at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/2023-rules-and-procedures-guide>

The syllabuses of all subjects can be found on the NESA website:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

In Year 12, students are in the final stages of secondary education. Students are responsible for the educational choices they make and the consequences of these choices. At Terrigal High School our aim is to support and guide students throughout their educational journey. If students require help it is our desire that they access support early, before the issue escalates and becomes too large to manage. Students need to maintain communication channels with parents, class teachers, the Year Advisor, the Careers Advisor, Deputy Principals and the Principal. In addition, the School Counsellor is available to help, especially with personal or family issues.

Parents and students should feel free at any time to contact the school to discuss any matter relating to senior studies or career options.

Yours sincerely,

Mrs Sharnee Klempert

Relieving Principal

Ms Rachel McNeilly

Deputy Principal

Key Terms

AMOW	<p>HSC: All My Own Work</p> <p>This is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.</p>
NESA	<p>NSW Education and Standards Authority</p> <p>NESA organises and conducts the HSC examinations in all NSW schools and are responsible for the awarding of the HSC credential.</p> <p>www.educationstandards.nsw.edu.au</p>
RoSA	<p>Record of School Achievement</p> <p>The Certification students receive from NESA if they leave school prior to completing the HSC.</p>
HSC	<p>Higher School Certificate</p> <p>Highest level of certification in NSW high schools; usually completed in Year 12 of high school.</p>
Preliminary HSC	<p>First stage of the HSC; usually completed in Year 11 of high school.</p>
Stage	<p>A period of learning, typically of two years duration. Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12.</p>
Unit	<p>The amount of time involved in a course.</p>
BDC	<p>Board Developed Course</p> <p>Courses completed by NESA that can be used in the calculation of an ATAR.</p>
BEC	<p>Board Endorsed Course</p> <p>Courses endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR.</p>
Category A/B	<p>Classification of Board Developed Courses. Only one Category B course can be counted in the calculation of an ATAR.</p>
TAFE	<p>Technical and Further Education</p>
VET	<p>Vocational Education & Training</p>
TVET	<p>TAFE delivered Vocational Education & Training Courses</p>
UAC	<p>University Admissions Centre www.uac.edu.au</p>
ATAR	<p>Australian Tertiary Admission Rank</p> <p>A rank calculated by UAC as a way of determining entry to University courses</p>

Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate (HSC) documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

ACCOUNT	Account for; state reasons for, report on. Give an account of, narrate a series of events or transactions
ANALYSE	Identify components and the relationship between them; draw out and relate implications
APPLY	Use, utilise, employ in a particular situation
APPRECIATE	Make judgement about the value of
ASSESS	Make a judgement of value, quality, outcomes, results or size
CALCULATE	Ascertain/determine from given facts, figures or information
CLARIFY	Make clear or plain
CLASSIFY	Arrange or include in classes/categories
COMPARE	Show how things are similar or different
CONSTRUCT	Make; build; put together items or arguments
CONTRAST	Show how things are different or opposite
CRITICALLY	Add a degree or level of accuracy, depth, knowledge and understanding, logic (analyse/evaluate), questioning, reflection and quality to (analysis/evaluation)
DEDUCE	Draw conclusions
DEFINE	State meaning and identify essential qualities
DEMONSTRATE	Show by example
DESCRIBE	Provide characteristics and features
DISCUSS	Identify issues and provide points for and/or against
DISTINGUISH	Recognise/note/indicate as being distinct or different from; note differences between
EVALUATE	Make a judgement based on criteria; determine the value of
EXAMINE	Inquire into
EXPLAIN	Relate cause and effect; make the relationships between things evident, reasons why
EXTRACT	Choose relevant and/or appropriate details
IDENTIFY	Recognise and name
INTERPRET	Draw meaning from
INVESTIGATE	Plan, inquire into and draw conclusions about
JUSTIFY	Support an argument or conclusion
OUTLINE	Sketch in general terms; indicate the main features of
PREDICT	Suggest what may happen based on available information
PROPOSE	Put forward (point of view, idea, argument) for consideration or action
RECALL	Present remembered ideas, facts or experiences
RECOMMEND	Provide reasons in favour
RECOUNT	Retell a series of events
SUMMARISE	Concisely express the relevant details
SYNTHESISE	Putting together various elements to make a whole

Rights and Responsibilities

In HSC assessment, students have the following rights:

- to be informed of the assessment policies of the school and the NESA.
- to receive clear guidelines relating to the requirements of each assessment task.
- to be told in advance of the due date for each assessment task.
- to receive timely and appropriate feedback that assists them to review their work.
- to query the mark for an individual task at the time it is returned to them.
- to request a review of the calculation of the final assessment mark if they believe their final assessment rank is incorrect.

Each student has the responsibility to:

- be familiar with and fulfil the requirements of the Terrigal High School Assessment Procedures as set out in this handbook.
- be familiar with the [*Rules and Procedures for Higher School Certificate Candidates*](#) guide.
- understand NESA course requirements and procedures for each course of study.
- apply themselves with diligence and sustained effort to the set work and experiences provided in each course.
- attend all scheduled lessons, unless there is a valid reason they cannot.
- complete and submit all set tasks on the due date.
- make a serious attempt at each task and act on constructive feedback.
- follow up any concerns with tasks at the time they are marked and returned.
- provide written evidence to explain absence from, or late submission of, formal assessment tasks.
- not engage in behaviour which could be considered malpractice or cheating.
- submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted.
- register with Students Online and ensure their personal details are correctly recorded with NESA.
- confirm their pattern of study by signing the Confirmation of Entry form, and
- communicate to their teacher any changes in their circumstances that may impact on their HSC performance.
- not use unauthorised Artificial Intelligence to generate work, and submitting without declaring the work as 'AI Generated'

Terrigal High School has the responsibility to:

- develop tasks that meet syllabus requirements in the course
- publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- demonstrate an understanding of course content, objectives and outcomes
- implement classroom assessment procedures according to school and NESA requirements
- ensure that students have copies of all relevant course documents
- provide parents/students with information that gives a true reflection of student progress
- provide quality teaching and learning for Year 11 and 12 students, establishing high expectations
- ensure learning is based on current material and meets student/syllabus needs
- identify students causing concern and employ strategies to support them and communicate with parents
- provide strategies to support gifted and talented students
- provide students with detailed feedback on their performance, in a timely manner.

The Terrigal High School Assessment Policy has been designed to ensure:

- open and accountable procedures for all students consistent with NESA requirements
- a fair and equitable environment in which each student can achieve individual excellence.

Eligibility for the HSC

To be eligible for the HSC, students must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before submitting any work for Year 11 or Year 12 courses, unless the student is only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed in 'Pattern of Study'
 - completing the requirements of each course
 - completing the tasks designed for the internal assessment program in each HSC course at Terrigal High School
- sit for and make a serious attempt at the required HSC exams
- meet the HSC minimum standard to receive the HSC.

NESA may refuse to grant the HSC to a student whose attendance or application at school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of NESA, be justified.

Pattern of Study

To qualify for the HSC students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include at least:

- six (6) units from Board Developed Courses
- two (2) units of a Board Developed Course in English
- three (3) courses of two units value or greater (either Board Developed or Board Endorsed courses)
- four (4) subjects

HSC Minimum Standard

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the HSC. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. ACSF Level 3 describes the functional literacy and numeracy skills required for life after school, for work and further education. Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests.

School leavers in Years 10 to 12 may sit the NESA minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers.

Students will have five years after starting their first HSC course to meet the literacy and numeracy standard and receive an HSC.

Students will not be excluded from sitting for their HSC examinations if they have not met the standard. Students who sit for the HSC examinations without meeting the standard will have their results recorded on the Record of School Achievement (RoSA).

Pathways

A student may take up to 5 years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the student sits their first HSC examination. Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

Types of Courses

Board Developed Courses are the courses set and examined by NESA 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.

Life Skills Courses - If students have special education needs they can attain the HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and students still need to meet the general eligibility and study patterns to earn their HSC. 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. All VET courses involve a minimum number of hours in the work place.

VET courses contribute towards the HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC examination so, if students choose to sit the exam, their results can also count towards their ATAR.

Students Online

It is essential that all students activate a Students Online account with NESA. Students will gain access to their HSC results and HSC Examination timetable via this account. Students can also update their personal details through this account. Students should see the Head Teacher Administration if they require assistance with this process.

Confirming Entry for HSC

Students will receive a printed Confirmation of Entry showing their personal details, courses entered and whether they are eligible for the HSC. Students must check that all details are correct. If these details are not, they must notify the school immediately. Students must then sign the declaration printed on the Confirmation of Entry and return it to the school. If a student changes their personal details during the year, the student must notify the school immediately. The school will support students to complete this requirement.

Disability Provisions

NESA may provide disability provisions for students in the HSC examinations. Disability provisions may assist students to read examination questions and write their answers. Provisions may include rest breaks and extra time. The use of any provision is not written on the student's results. The Learning and Support Teacher (LaST) is responsible for the identification and management of students requiring disability provisions.

- Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation.
- Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.
- Students may need provisions for:
 - a permanent condition, such as diabetes or reading difficulty
 - a temporary condition, such as a broken arm, or
 - an intermittent condition, such as back pain when sitting for long periods
- Principals have the authority to decide on and to implement Disability Provisions for school-based assessment.

Terrigal High School will support students seeking Disability Provisions for their HSC examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component. Students who accessed special provisions for Year 10 should be screened for similar access for senior assessment and examination. The LaST will develop a list of students requiring disability provisions by the end of Term 1. Additional students may be added during the year.

Applying for Disability Provisions:

- If students wish to seek disability provisions they must speak to the Head Teacher Wellbeing.
- Students will need to supply relevant documentation/evidence (not older than one year) of the special examination need.
- Evidence will be evaluated against NESA criteria and approved if criteria met.
- If a student is granted the use of a computer, they will only have access to a school computer with Wi-Fi access disabled.
- Students who have been awarded disability provisions are to check with the LaST about the arrangements for these provisions for the upcoming task. This should be done when the assessment notification has been distributed.

Further information can be found on the NESA website:

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

HSC Credentials

The Higher School Certificate

School-based assessment tasks will contribute to 50% of the marks for the HSC. The school assessment mark will be based on student performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on student performance in the HSC examination for each course.

The HSC is a testamur document, issued by NESA, which states that a student has met all of the requirements and has been awarded a HSC.

On the satisfactory completion of the HSC, students will receive a portfolio containing:

- The HSC Testamur – This shows that a student is eligible for the HSC. It includes the student's name, school and date of the award. The HSC Testamur is delivered by post in January. Students are able to download their credentials via their Students Online account.
- HSC Record of Achievement – The HSC, RoSA including Year 11 grades, and if applicable, Year 10 (Stage 5) grades.



The Higher School Certificate Record of Achievement

This provides formal recognition of a student's senior secondary school achievements. Stage 6 HSC results, Stage 6 Year 11 results and, if applicable, Stage 5 results will appear on separate pages.



Assessment mark: School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit a HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

Examination mark: The examination mark for each course shows the student's performance in the HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

HSC mark: The HSC mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

Performance Bands: Student performance in the HSC examinations is reported in relation to defined standards (or levels of achievement) using performance bands that have been developed for each course. For 2 Unit courses students receive a mark out of 100 and a place within one of the six performance bands. For Extension courses students receive a mark out of 50 and a place within one of four performance bands.

HSC marks for non-Extension courses are divided into 6 bands:

- Band 6 = 90 - 100 marks
- Band 5 = 80 - 89 marks
- Band 4 = 70 - 79 marks
- Band 3 = 60 - 69 marks
- Band 2 = 50 - 59 marks
- Band 1 = 0 - 49 marks

Each Extension course is divided into 4 bands:

- Band E4 = 45 - 50 marks
- Band E3 = 35 - 44 marks
- Band E2 = 25 - 34 marks
- Band E1 = 0 - 24 marks

Further information relating to standards-referenced assessment can be found at:

<https://arc2.nesa.nsw.edu.au/page/faq/course>

Stage 6 Year 11 grades: Schools, using the Common Grade Scale for Year 11 courses, award A – E grades for Stage 6 Year 11 courses (other than Life Skills and VET courses).

Stage 5 grades: Schools, using the Common Grade Scale and course performance descriptors, award A – E grades for Stage 5 courses (other than Life Skills and VET courses).

Moderation

Detailed information on moderation can be found at:

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

The Australian Tertiary Admissions Rank (ATAR)

The requirements for the ATAR are determined by the universities. The ATAR is calculated by the Universities Admissions Centre (UAC) on behalf of universities in NSW and the ACT.

To be eligible for an ATAR students must complete at least 10 units of NESA Developed Courses including:

- at least eight units from Category A subjects (no more than 2 units of Category B subjects)
- at least two units of English
- at least three NESA Developed Courses of two units or greater
- at least four subjects

Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry.

Students should refer to the UAC website at: <https://www.uac.edu.au/>

Student Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement

- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

Assessment Schedules

Faculties must develop assessment schedules for every year group to complement programming scope and sequence documents prior to the commencement of a new academic year. Assessment schedules must be reviewed throughout the year by the Head Teacher. Faculty members maintain a responsibility to ensure that they are aware of relevant assessment schedules and apply these within published timeframes.

General Guidelines:

- Assessment in the Year 11 course should not begin before Week 5 of Term 1 for that cohort
- Assessment for the Year 12 course may commence in Term 4 of the year prior to the HSC examination in that course
- Students who have been admitted to the HSC course on probation will need to complete all outstanding assessment tasks for the relevant Year 11 Course by the end of Term 4.

Trial HSC Examination:

- All courses will have a Trial HSC examination (except English Extension 2 and some CEC and BEC courses)
- The Trial HSC should form a significant part of assessment
- Examination papers should mirror the HSC as far as possible in skills, content, duration and difficulty.

Number of Tasks

NESA mandates:

- mandatory components and weightings for both Year 11 and Year 12 courses
- the maximum number of formal assessment tasks is three in Year 11 and four in Year 12
- a maximum of one formal written examination task that mimics the HSC examination per course, with a maximum weighting of 30% for the Year 12 course.

Assessment Notifications

In addition to the information in this Year 12 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification a minimum of two weeks prior to the task that contains:

- the date and time of the task
- the weighting of the task
- the specific nature of the task
- an indication of the length of the task (word limits/time limits) if applicable
- the time allowed for the task if it is an in-class task
- the outcomes addressed by the task

- the marking criteria used for the task
- administrative procedures for the collection of the task
- the amount of time that will be allocated during lessons if applicable
- feedback procedures.

Additional information:

- The format of the notification must be on the agreed school proforma.
- All assessment tasks are required to be submitted to the Deputy Principal at least two weeks prior to the distribution of task to students.
- The teacher will sign the notification sheet to indicate the task assesses the outcomes learnt in class and that it meets NESA requirements. This is counter signed by the Head Teacher and Deputy Principal to certify the task.
- Students will be notified of the task and provided the task in person and via their DoE email.
- Students are to sign that they have received the assessment task notification.
- A copy of the task notification is filed with the teacher's monitoring folder for the course.
- If a student is absent on the day that a notification for an assessment task is given, it is the responsibility of the student to speak to the teacher or Head Teacher to obtain a copy. A digital copy can also be obtained from the student's DoE email inbox.
- Unless there are exceptional circumstances, an extension of time for the task will not be granted.

Maintaining Honesty and Integrity

All HSC candidates, their teachers and others who guide them must comply with NESA's Honesty in Assessment Standard to maintain the integrity of the HSC.

Students must be entirely honest when completing all assessment tasks, exams and submitted works. Students will be marked only on the quality and originality of the work they have produced.

Students must acknowledge any part of their work that was written, created or developed by someone else. This includes any material from other sources like books, journals, electronic resources and the internet. Students don't need to formally acknowledge material that has been learned from their teacher in class.

Malpractice

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

Plagiarism includes:

- Copying any material from books, journals, study notes or tapes, the web, the work of other students or any other source without indicating this by quotation marks or by indentations, italics or spacing and without acknowledging that source by footnote or citation;
- Rephrasing ideas from books, journals, study notes or tapes, the web, the work of other students or any other source without acknowledging the source of those ideas by footnotes or citations;
- Unauthorised collaboration with other students that goes beyond the discussion of general strategies or other general advice

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, web sites and computer programs.

Artificial Intelligence (AI), Aerial ChatGPT or equivalent generative text software may only be used when explicit consent to do so has been stated clearly in a task notification. This applies to any submissible task, including formative, summative, informal or formal assessment. If permission is given to use AI, then explicit referencing must be provided by students. This must accurately identify any or all use of AI generated text.

Teachers must be able to certify that work submitted by a student is that student's own work. It is the student's responsibility to provide sufficient proof to avoid non-certification of submitted work/tasks. Students may receive zero marks for any work/tasks that cannot be certified as being completed by the student.

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

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

Students who are found to have conducted malpractice, will receive a zero mark on the relevant sections of the task, or the whole task if appropriate. This information will also be entered into a formal malpractice register with NESA.

Submission of Assessment Tasks

Details of the submission of task will be indicated on the Assessment Task Notification.

All tasks, where practicable, must be completed and/or submitted with a student's NESA number only.

In class assessment tasks must be handed in at the conclusion of the time allowed for the task.

Assessment tasks required to be submitted electronically, must be uploaded before **9:00am** on that day. Any task submitted after 9:00am will be deemed to be late and receive a zero mark. Technology fault is not grounds for appeal.

Assessment tasks required to be physically submitted on a specific date must be handed in at the location indicated on the Assessment Notification before **9:00am** on that day. Any task submitted after 9:00am will be deemed to be late and receive a zero mark. All submitted tasks must have a completed Assessment Task Cover Sheet attached.

If a student is unable to attend school on the day a task is due, they must arrange for someone else to submit the task on their behalf. If this is not possible, they should contact the school and an Appeal Form will need to be submitted explaining the reason for non-submission. Failure to do so will result in a zero mark being issued for that task.

Oral presentations must be submitted to the class teacher on the due date of the task, even if the presentation is not made on that day.

In cases where task completion is to occur across multiple days, such as Music Viva Voce, every student is required to be prepared for the task completion on the first day of the task and is required to submit a draft of the task on the first day it is due.

HSC takes precedence over all school activities, including excursions, competitions and sporting events. Work placement for VET may be varied to accommodate the assessment due date. Under special circumstances the Principal may grant an exemption.

Change of dates for assessment tasks to outside the advertised assessment schedule will only be permitted in exceptional circumstances. Approval is required by the Principal. If the date for an assessment task is approved to be changed from the advertised date in the booklet then at least two weeks' notice in writing will be given to all students concerned. A new assessment schedule will also be issued to all students within the course.

Procedures for Task Administration

For separate classes completing the same course, Head Teachers are required to ensure:

- students receive the same information to ensure consistency in the administration of the assessment task
- where possible, the task should be completed on the same day/period to protect the integrity of the task
- all students have the same examination conditions and experiences
- in subjects where more than one class exists, all tasks (or section of) will be marked by the one teacher or be double marked for consistency.

Feedback

Feedback should be received within two weeks of submitting a task. This feedback will include the assessment mark recorded, the course average, the student rank and any recommendations for student improvement.

If a student disputes the assessment mark provided, they should approach the class teacher in the first instance, who will address the issue in consultation with the Head Teacher. This should be done immediately after the return of the task.

Where a student is dissatisfied with any aspect of the assessment process, or the response of the class teacher, they should appeal to the Principal who will convene a meeting of the School Appeals Panel.

Invalidity of Assessment Tasks

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

An investigation will be undertaken by the Deputy Principal and Head Teacher of the Faculty involved to ascertain the reasons for the unreliable or invalid results. One or more of the following processes may be implemented as appropriate:

- negotiation with all students affected
- implement an alternate task supplied for the whole or part of the original
- mark adjustment to discount the invalid part of the task
- other, as determined by the Head Teacher and Deputy Principal

Student Attendance Prior to Assessment Tasks

Students must not seek to gain an unfair advantage on an assessment task by choosing not to attend school to prepare for that task.

If a student is absent, without valid explanation, for any lessons on the day of an in-class task, a zero mark will be issued for that task.

If a student is absent, without valid explanation, during the day prior to the due date of an assessment task, including examination periods, they are at risk of receiving a zero mark for that task if it is deemed that they sought to achieve an unfair advantage.

Head Teachers will submit attendance and submission to Deputy Principals on the day of an assessment task.

If a student fails to meet this requirement, they must complete the Appeals process, providing independent evidence of the reasons, detailing the circumstances that prevented them from being at school the day or lessons prior to the assessment task. Students who appeal on medical grounds must provide a medical certificate certifying the illness occurred during the two days prior. Back dated medical certificates will not be accepted.

If proof of illness or leave is not approved, then the student will be awarded a zero mark.

Non-Serious Attempt on a Task

Students are required to make a serious attempt on all assessment tasks. For all assessment tasks and examinations, the following will be treated as a non-serious attempt and a zero mark awarded:

- Answering only the multiple choice questions and/or true/false and or matching etc
- Presenting some or all of the responses so that they appear not to be genuine attempts to really answer the question/s asked. This may include copying or modifying some or all of the question/s or leaving a number of blanks
- Including frivolous or objectionable material
- Bringing unauthorised notes into the assessment or examination
- Accessing and/or copying information from an electronic device
- Purchasing and modifying a commercial product and submitting this as their own project
- Using online translation tools
- Using erasable pens. **Only** non-erasable pens are to be used in assessment tasks including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen
- Tasks will have to **be redone** in order to meet course outcome requirements but the **zero mark will remain**
- Personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged (refer to All My Own Work)
- Understanding malpractice
- Submitting all tasks on or before the due date
- Being present for all 'in-class' tasks and examinations

Failure to Submit/Complete a Task on the Due Date

Failure to submit or complete an assessment task on the due date will automatically result in a zero mark being issued for that task.

Procedures for Late Submission and Task Non-Completion

Failure to submit or complete an assessment task on the due date will automatically result in a zero mark being issued for that task.

Where a student experiences an illness, misadventure or requires an alteration to an assessment task they should obtain an Assessment Task Appeal Form from the Deputy Principal (also available in the appendix of this booklet).

When a student knows in advance that they will be absent on the due date of a task, e.g. work placement or sporting event, they must submit the Assessment Task Appeal Form to the Deputy Principal PRIOR to the event.

When a student is unable to complete a task on the due date because of illness or misadventure, they follow each step below:

- Contact the school on that morning to explain the absence.

- On the first day of return to school, see the Deputy Principal who will issue and date an Assessment Task Appeal Form.
- Complete Section A and return to the Deputy within two days of issue, along with any supporting documentation.

Failure to complete any part of this process will result in the Appeal being denied and the zero mark upheld.

Querying the Result of a Task

Disputes over an individual assessment task result must be raised with the Head Teacher on the day the task is returned and the task will be retained by the Head Teacher. The Head Teacher's decision is FINAL. It should be noted, however, that a teacher's professional judgement cannot be the basis of an appeal.

*Note: The Principal is the final arbiter in all procedural matters.

Assessment Task Appeal Process

Grounds for an appeal must be serious and substantiated; students must be able to prove the reason for absence or late submission.

Students can only apply in relation to circumstances that occur before or during an assessment task. They cannot submit an application on the basis of:

- technology malfunction eg. printer not working, no internet access.
- misreading the assessment notification
- the same grounds for which a Disability Provision has been granted, unless the condition was exacerbated at the time of the task
- long term illness, such as asthma or epilepsy, unless a significant flare up of the condition was experienced at the time
- difficulties in preparation or loss of preparation time
- absence due to suspension

The School Assessment Panel will consider the application and documentation provided. The panel will notify the student of the outcome of the appeal within two days of receiving the form.

Where students are dissatisfied with the decision reached by the School Assessment Panel, they may appeal to the Principal.

*Note: an application for an Assessment Task Appeal is no guarantee that it will be upheld.

Assessment Review Panel

In exceptional circumstances where a student has an assessment appeal determination as 'For Review', the following processes will apply:

1. The task will be marked along with all others.
2. As the end of the course, the Assessment Review Panel will examine the marks awarded in relation to all other assessment data and other relevant evidence of the student's achievement.
3. If the mark achieved is commensurate with, or better, than expectations based on the other evidence, no action will be taken.
4. If the mark is significantly below expectations, it will be set aside and an estimate substituted.
5. Students are entitled to know estimated marks for tasks under this process.

If a student transfers from Mathematics or English to another Mathematics or English course during the HSC year and they have not completed a task in the alternate course, then an estimate/s will be made by the Assessment Review Panel, in conjunction with Head Teacher professional judgement for the task/s they did not complete.

N-Determination

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course. Where students fail to comply with the school's expectations an 'N' determination warning letter will be issued. A minimum of two warning letters will be sent to parents before the school may recommend to NESA that a student does not receive an award in a course. This is known as an 'N' Determination and it may result in the non-award of the HSC.

An "N" Warning Letter may be given in circumstances such as the following:

- a student is absent from an assessment task and has not provided acceptable evidence to justify that absence with the first THREE days of return to school
- a student is found to be cheating in an assessment task
- a student is deemed to have breached principles of academic integrity and ethical scholarship
- a student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work, including the use of AI
- a student has provided a false explanation for the late submission of an assessment task
- a student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- a student has made a non-serious attempt at a task.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of NESA. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

The Principal will use the following as a guide for N-Determination:

- **50% Rule:** In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute in excess of 50% of available marks
- **Attendance:** A student who attends less than 85% of their lessons would be deemed as causing concern
- **Set Tasks and Experiences:** Principals must determine if there is sufficient evidence to progress with an N determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If a decision is made to progress with an N-Determination:

- the principal will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of the Year 11 RoSA or HSC
- offer an Appeal Form (if required) and review the appeal
- form an Appeals Panel (if required) o If the appeal is upheld, award the marks for the course o If the appeal is declined, forward all documentation to the NESAs for determination.

If an 'N' determination is given:

- the course will be listed as 'Not Completed' on the Record of Achievement
- the student may be ineligible for the award of a Year 11 RoSA or HSC.

Practical and Submitted Works

The following courses require students either to undertake practical examinations or to submit major works or projects:

- | | |
|-------------------------|-------------------------------|
| ▪ Dance | ▪ Music 1 and Music Extension |
| ▪ Drama | ▪ Science Extension |
| ▪ English Extension 2 | ▪ Society and Culture |
| ▪ History Extension | ▪ Textiles and Design |
| ▪ Industrial Technology | ▪ Visual Arts |
| ▪ Languages | |

Students are required to be provided with written notice of:

- relevant guidelines for the project work so the work falls within NESAs and HSC guidelines for size, weight and duration
- examination dates for practical, submitted works and performances.

Examination Procedures

Explicit information will be provided to students prior to formal examination periods.

Students must:

- wear full school uniform to all examinations
- cease speaking or communicating in any way as they enter the examination venue and remain **silent** while in the examination room except if talking to a supervisor
- always follow the examination supervisor's instructions
- be prompt to the examination. Students should assemble outside the MPC or other designated venue (minimum 15 minutes prior to the commencement of the examination)
- fill in an attendance slip for every examination. The slips will be collected and forwarded to the Deputy Principal
- behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination
- make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material. Furthermore:
 - **NESA awards zero** to any script in which only the multiple-choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as a **non-attempt of the examination in that course**.
 - In Year 12 this will result in a **non-award of the HSC** in that course so that course will not appear on the students HSC.
 - In Year 12 this will also result in the student **not being awarded an ATAR** if this course counts towards their 10 units.
- not take food into the examination room
- only take permitted equipment into the examination room. Books, notes, paper, mobile phones and electronic equipment (including smart watches) of any kind are not to be taken into the examination room. The area where bags are placed is not considered to be part of the examination room, but a mobile phone left in a bag in this area must be switched off.
- remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- behave ethically – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat.

A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

Specific course equipment can be found at:

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

Students may only use scientific calculators that appear on the NESA's list of approved scientific calculators. The list of approved scientific calculators, can be found at:

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

Maintaining Records

Procedures for providing assessment marks for students who transfer into the school after the commencement of the HSC course.

- i. For students who transfer into the school before 30 June in the year of the HSC examination:
Request the former school forward information regarding:
 - assessment marks, task weightings and rank
 - N-Awards

The marks provided can be used as the basis of estimates for task that have been missed. Tasks attempted after enrolment can also be used to assist this estimate.

- ii. For students who transfer into the school after 30 June in the year of the HSC examination, the previous school is to provide assessment marks.

In the case of VET curriculum framework courses for the HSC, 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.

TIMETABLED YEAR 12 LINES – 2024

LINE 1	LINE 2
Ancient History Business Studies Chemistry Earth & Environmental Science Industrial Tech (Timber) SLR PDHPE Visual Arts	Ancient History Biology Construction Exploring Early Childhood Japanese Continuers Modern History PDHPE Spanish Beginners Textiles & Design
LINE 3	LINE 4
Aboriginal Studies Agriculture Business Studies CAFs Economics Geography Industrial Technology (Timber) Music PDHPE Visual Arts	Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 Drama
LINE 5	LINE 6
Biology Business Studies Dance Engineering Studies Food Technology Legal Studies Marine Studies Society & Culture SLR	English Advanced English Standard English Studies
LINE 7	
English Extension EVET Hospitality Mathematics Extension	

Year 12 Assessment Calendar 2023/24

Week	Term 4, 2023	Term 1, 2024	Term 2, 2024	Term 3, 2024
1			Industrial Tech (Timber)	Dance Industrial Tech (Timber)
2				Trial HSC Exams Marine Studies
3	Stage 6 Parent Information Evening			Trial HSC Exams
4			English Standard English Advanced	Visual Arts Major Work
5	Music 1	Music 1	Music 1	English Studies English Ext 2 Major Work Portfolio
6		Aboriginal Studies Modern History		
7		Year 10-12 Parent / Teacher Interviews CAFS	CAFS Society and Culture	
8	Agriculture Biology Earth & Environmental Economics Engineering Studies Japanese Continuers Marine Studies Physics Spanish Beginners Textiles & Design Visual Art	Business Studies Economics English Advanced English Standard Geography	Agriculture Ancient History Biology Business Studies Chemistry Dance Earth & Environmental Economics Engineering Studies Japanese Continuers Marine Studies Modern History Physics Spanish Beginners	
9	Aboriginal Studies Business Studies Dance English Extension 1 Exploring Early Childhood Food Technology Geography Legal Studies Maths Advanced Maths Standard 1 Maths Standard 2 PDHPE SLR	Agriculture Ancient History Dance Exploring Early Childhood Food Technology Japanese Continuers Society and Culture Spanish Beginners Textiles & Design	Aboriginal Studies English Extension 1 English Studies Exploring Early Childhood Food Technology Geography Legal Studies Maths Standard 1 Maths Standard 2 Maths Advanced PDHPE SLR Textiles & Design Visual Art	
10	Ancient History CAFS Chemistry Drama English Advanced English Extension 2 English Standard English Studies Industrial Tech (Timber) Maths Extension 1 Modern History Society and Culture	Biology Chemistry Drama Earth & Environmental Engineering Studies English Extension 2 Marine Studies Maths Advanced Maths Extension 1 Maths Standard 1 Maths Standard 2 Legal Studies Physics Visual Art	Drama English Extension 2 Maths Extension 1	Year 12 Graduation
11		PDHPE SLR		

ABORIGINAL STUDIES – HSC 2024

Task 1: Report. Social Justice and Human Rights Issues. Global Perspective.

Task 2: Comparative Case Study. Social Justice and Human Rights Issues.

Task 3: Major Project and Log. Research and Inquiry Methods.

Task 4: Trial HSC Examination

TASK		1	2	3	4	
Timing		Term 4 Week 9	Term 1 Week 6	Term 2 Week 9	Term 3 Week 2/3	
Outcomes Assessed		H1.2 H3.1 H3.2 H3.3 H4.2	H3.1 H4.1 H4.3	H4.1 H4.2	H1.1 H1.2 H1.3 H2.1 H2.2 H4.3	
COMPONENTS		Weighting				%
Knowledge and understanding of course content		10	10	10	10	<u>40</u>
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives			10	10	5	<u>25</u>
Research and inquiry methods including aspects of the Major Project		5		10	5	<u>20</u>
Communication of information, ideas and issues in appropriate forms				10	5	<u>15</u>
TOTAL		<u>15</u>	<u>20</u>	<u>40</u>	<u>25</u>	<u>100</u>

Outcomes:

- H1.1** evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2** analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3** assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1** examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H2.2** analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H3.1** assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
- H3.2** evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3** evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
- H4.1** plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous people's perspectives
- H4.2** undertakes community consultation and fieldwork and applies ethical research practices
- H4.3** investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples.

AGRICULTURE - HSC 2024

Task 1: Research Task

Task 2: Topic Test

Task 3: Farm Product Study

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 2/3	
Outcomes Assessed	H1.1 H4.1 H5.1	H1.1 H2.1 H2.2 H4.1	H3.1 H3.2 H3.3 H3.4 H4.1	H1.1 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1 H5.1	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	5	10	10	15	<u>40</u>
Knowledge, understanding and skills required to manage agricultural production systems	10	5	10	15	<u>40</u>
Skills in effective research experimentation and communication	5	5	10		<u>20</u>
TOTAL	<u>20</u>	<u>20</u>	<u>30</u>	<u>30</u>	<u>100</u>

Outcomes:

- 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

ANCIENT HISTORY - HSC 2024

Task 1: Topic Test - Pompeii and Herculaneum – Source analysis and written responses

Task 2: Historical Analysis - New Kingdom Egypt to Death of Thutmose IV - Essay

Task 3: Research and Presentation - Personality - Hatshepsut

Task 4: Trial HSC Examination - All Modules

TASK	1	2	3	4	
Timing	Term 4 Week 10	Term 1 Week 9	Term 2 Week 8	Term 3 Week 2/3	
Outcomes Assessed	AH12-1 AH12-6 AH12-10	AH12-7 AH12-8 AH12-9	AH12-3 AH12-4 AH12-5	AH12-1 AH12-2 AH12-3 AH12-4 AH12-5 AH12-6 AH12-7 AH12-9 AH12-10	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	10	5	5	20	<u>40</u>
Historical skills in the analysis and evaluation of sources and interpretation	10	5		5	<u>20</u>
Historical inquiry and research		20			<u>20</u>
Communication of historical understanding in appropriate forms			15	5	<u>20</u>
TOTAL	20	30	20	30	100

Outcomes:

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

BIOLOGY - HSC 2024

Task 1: In-class Skills Task

Task 2: Depth Study

Task 3: Module 5/6/7 Test

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Week 2/3	
Outcomes Assessed	BIO12-2 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12	BIO12-1 BIO12-3 BIO12-5 BIO12-6 BIO12-7 BIO12-12 BIO12-13 BIO12-14	BIO12-2 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12 BIO12-13 BIO12-14	BIO12-1 BIO12-2 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12 BIO12-13 BIO12-14	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	5	10	10	15	<u>40</u>
Skills in working scientifically	15	20	10	15	<u>60</u>
TOTAL	20	30	20	30	100

Outcomes:

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

BUSINESS STUDIES - HSC 2024

Task 1: Marketing Research Task and In-class Business Report

Task 2: Operations: In-class Short Answer and Extended Response Test

Task 3: Finance Task: Calculations and Analysis

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Week 2/3	
Outcomes Assessed	H2 H4 H5 H7 H9	H1 H2 H8	H5 H6 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	
COMPONENTS	Weighting				%
Knowledge and understanding	10	10	5	15	<u>40</u>
Stimulus based skills		5	10	5	<u>20</u>
Communication of business information, ideas and issues	5	10		5	<u>20</u>
Inquiry and research	10		5	5	<u>20</u>
TOTAL	25	25	20	30	100

Outcomes:

- 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

CHEMISTRY - HSC 2024

Task 1: Practical Examination

Task 2: Depth Study

Task 3: Module 5/6/7 Test

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 10	Term 1 Week 10	Term 2 Week 8	Term 3 Week 2/3	
Outcomes Assessed	CH12-2 CH12-3 CH12-4 CH12-5 CH12-12	CH12-1 CH12-3 CH12-4 CH12-5 CH12-7 CH12-13	CH12-2 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14	CH12-1 CH12-2 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14 CH12-15	
COMPONENTS	Weighting				%
Knowledge and understanding	10	10	10	10	<u>40</u>
Skills in working scientifically	10	20	10	20	<u>60</u>
TOTAL	20	30	20	30	100

Outcomes:

- 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

COMMUNITY AND FAMILY STUDIES - HSC 2024

Task 1: Research Methodology – Independent Research Project

Task 2: Social Impact of Technology – In Class Response

Task 3: Groups in Context – Research Task, In Class Response

Task 4: Trial HSC Examination – Cores and Option

TASK	1	2	3	4	
Timing	Term 4 Week 10	Term 1 Week 7	Term 2 Week 7	Term 3 Week 2/3	
Outcomes Assessed	H4.1 H4.2	H2.3 H3.4	H2.2 H3.3 H5.1 H6.2	H1.1, H2.1 H2.2, H2.3 H3.1, H3.2 H3.3, H3.4 H4.1, H4.2 H5.1, H5.2 H6.1, H6.2	
COMPONENTS	Weighting				%
Knowledge and understanding	10	10	10	10	<u>40</u>
Skills in critical thinking, research, analysis and communicating	10	15	15	20	<u>60</u>
TOTAL	20	25	25	30	100

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

School Name: Terrigal High School

Assessment Schedule Yr: 12 - 2024

Assessment Events		Task 5	Task 6	Task 7	Trial Exam**
		Week 10 Term 1	Week 10 Term 2	Week 9 Term 3	Week 2 / 3 Term 3 Date: TBA
Code	Unit of Competency				
CPCCBL2001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	X			X
CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X		X
CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction
The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

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

DANCE - HSC 2024

Task 1: Major Study Option Process Diary

Task 2: Core Performance

Task 3: Core Appreciation

Task 4: Trial HSC Examination – Core Options, Major Study Option and Interview

TASK	1	2	3	4	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 1	
Outcomes Assessed	H1.1 H1.2 H1.3 H2.1 H2.2 <i>Major Outcomes determined by Major Study Choice</i>	H1.1 H2.2 H2.3	H4.1 H4.2 H4.3 H4.4 H4.5	H1.1, H1.2 H1.3, H1.4 H2.1, H2.2 H2.3, H3.1 H3.2, H3.3 H3.4 <i>Outcomes determined by Major Study Choice</i>	
COMPONENTS	Weighting				%
Dance Performance		20			<u>20</u>
Dance Composition				20	<u>20</u>
Dance Appreciation			20		<u>20</u>
Major Study Option	25			15	<u>40</u>
TOTAL	25	20	20	35	100

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

DRAMA - HSC 2024

Task 1: Workshop: Studies in Drama and Theatre. Verbatim Theatre – Directional workshop with written rationale and reflection – scenes from Parramatta Girls

Task 2: Individual Project: Submission/Performance of Work Under Development. Presentation of work in progress, logbook including research, preliminary drafts, and reflection

Task 3: Group Performance Work in Progress. Presentation of Group Performance under development, logbook with critical analysis of role and character, development of effective performance skills and use of theatrical elements to engage an audience

Task 4: Trial HSC Examination: Written Examination. Group Performance, Individual Project, interview, and logbooks

TASK	1	2	3	4	
Timing	Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Week 2/3	
Outcomes Assessed	H1.2 H1.5 H2.3 H3.5	H1.1 H1.3 H1.5	H1.1, H1.4 H1.6, H1.8 H1.9, H2.1	H2.1, H2.2 H2.4, H3.1 H3.2, H3.3 H3.4	
COMPONENTS	Weighting				%
Making	10	10	10	10	<u>40</u>
Performing			20	10	<u>30</u>
Critically Studying	10	10		10	<u>30</u>
TOTAL	20	20	30	30	100

Outcomes:

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

EARTH & ENVIRONMENTAL SCIENCE - HSC 2024

Task 1: Practical Examination

Task 2: Research and Response Task

Task 3: Depth Study

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Week 2/3	
Outcomes Assessed	EES12-3 EES12-4 EES12-5 EES12-6 EES12-7 EES12-12	EES12-5 EES12-6 EES12-7 EES12-14	EES12-1 EES12-2 EES12-3 EES12-4 EES12-5 EES12-6 EES12-7 EES12-15	EES12-1 EES12-2 EES12-4 EES12-5 EES12-6 EES12-7 EES12-12 EES12-13 EES12-14 EES12-15	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	5	10	10	15	<u>40</u>
Skills in working scientifically	15	10	20	15	<u>60</u>
TOTAL	20	20	30	30	100

Outcomes:

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

ECONOMICS - HSC 2024

Task 1: The Global Economy: Case-study Research Task

Task 2: Australia in the Global Economy: Extended Response

Task 3: Economic Issues: Multiple Choice and Short Answer Test

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 2/3	
Outcomes Assessed	H1 H4 H5 H7 H8 H9	H6 H7 H8 H9 H10	H1 H2 H4 H10 H11	H2 H3 H4 H5 H6 H7 H10 H11	
COMPONENTS	Weighting				%
Knowledge and understanding of course content		10	10	20	<u>40</u>
Inquiry and research	20				<u>20</u>
Stimulus-based skills		10	5	5	<u>20</u>
Communication of economic information, issues and ideas in appropriate forms	5	5	5	5	<u>20</u>
TOTAL	25	25	20	30	100

Outcomes:

- H1** demonstrates understanding of economic terms, concepts and relationships
- H2** analyses the economic role of individuals, firms, institutions and governments
- H3** explains the role of markets within the global economy
- H4** analyses the impact of global markets on the Australian and global economies
- H5** discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6** analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7** evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8** applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9** selects and organises information from a variety of sources for relevance and reliability
- H10** communicates economic information, ideas and issues in appropriate forms
- H11** applies mathematical concepts in economic contexts
- H12** works independently and in groups to achieve appropriate goals in set timelines

ENGINEERING STUDIES - HSC 2024

Task 1: Telecommunications Engineering - Report

Task 2: Civil Engineering – Solution and Report

Task 3: Transport Engineering – Topic Test

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Week 2/3	
Outcomes Assessed	H1.1 H2.2 H3.2 H4.3 H6.1	H2.1 H3.1 H5.1 H6.2	H1.2 H3.1 H3.3 H4.3	H1.1 H1.2 H2.1 H2.2 H3.1 H3.3 H4.1 H4.2 H4.3	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	15	10	10	25	<u>60</u>
Knowledge and skills in research, problem solving and communication related to engineering practice	10	15	10	5	<u>40</u>
TOTAL	25	25	20	30	100

Outcomes:

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

ENGLISH ADVANCED - HSC 2024

Task 1: Common Module: Texts and Human Experiences. Essay with related material and short answer response

Task 2: Module A: Textual Conversations. Essay with multimodal visual representation

Task 3: Module C: Craft of Writing: Imaginative text and reflection

Task 4: Trial HSC Examination: Common Module, Module A, B & C

TASK	1	2	3	4	
Timing	Term 4 Week 10	Term 1 Week 8	Term 2 Week 4	Term 3 Week 2/3	
Outcomes Assessed	EA12-3 EA12-5 EA12-6 EA12-7	EA12-2 EA12-5 EA12-6 EA12-8	EA12-1 EA12-3 EA12-4 EA12-9	EA12-1 EA12-3 EA12-4 ES12-6 EA12-7 EA12-8 EA12-9	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	10	15	10	15	<u>50</u>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	<u>50</u>
TOTAL	25	25	20	30	100

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 EXTENSION 1 - HSC 2024

Task 1: Imaginative response and reflection

Task 2: Critical response with related text

Task 3: Trial HSC Examination

TASK	1	2	3	
Timing	Term 4 Week 9	Term 2 Week 9	Term 3 Week 2/3	
Outcomes Assessed	EE12-2 EE12-4 EE12-5	EE12-1 EE12-2 EE12-3 EE12-4	EE12-2 EE12-3 EE12-4 EE12-5	
COMPONENTS	Weighting			%
Knowledge and understanding of texts and why they are valued	15	20	15	<u>50</u>
Skills in complex analysis composition and investigation	15	20	15	<u>50</u>
TOTAL	30	40	30	100

Outcomes:

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

ENGLISH EXTENSION 2 - HSC 2024

Task 1: Viva Voce (including written proposal) and major work journal

Task 2: Literature review and major work journal progress check

Task 3: Critique of the creative process and major work journal progress check

Major Work Submission: Major work, reflection statement and journal

TASK	1	2	3		
Timing	Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Week 5 <i>(* approx. confirmed by NESA)</i>	
Outcomes Assessed	EEX12-1 EEX12-4 EEX12-5	EEX12-1 EEX12-2 EEX12-3 EEX12-4	EEX12-2 EEX12-3 EEX12-5	EEX12-1 EEX12-2 EEX12-3 EEX12-4 EEX12-5	
COMPONENTS	Weighting				%
Knowledge and understanding of texts and why they are valued	15	20	15	<u>n/a</u>	<u>50</u>
Skills in complex analysis composition and investigation	15	20	15	<u>n/a</u>	<u>50</u>
TOTAL	30	40	30	n/a	100

Outcomes:

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

ENGLISH STANDARD - HSC 2024

Task 1: Common Module: Texts and Human Experiences. Essay with related material and short answer response

Task 2: Module A: Language, Culture & Identity. Essay with multimodal visual representation

Task 3: Module C: Craft of Writing. Imaginative text with reflection

Task 4: Trial HSC Examination: Common Module, Module A, B & C

TASK	1	2	3	4	
Timing	Term 4 Week 10	Term 1 Week 8	Term 2 Week 4	Term 3 Week 2/3	
Outcomes Assessed	EN12-3 EN12-5 EN12-6 EN12-7	EN12-2 EN12-5 EN12-7 EN12-8	EN12-1 EN12-3 EN12-4 EN12-9	EN12-1 EN12-3 EN12-4 EN12-6 EN12-7 EN12-8 EN12-9	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	10	15	10	15	<u>50</u>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	<u>50</u>
TOTAL	25	25	20	30	100

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 STUDIES - HSC 2024

Task 1: Common Module: Texts and Human Experiences. Essay with related material and short answer response

Task 2: Elective Module: Big Screen. Film review and scene analysis

Task 3: Trial HSC Examination: Common Module, Elective Module

Task 4: Elective Module: Playing the Game. Collection of classwork and reflection

TASK	1	2	3	4	
Timing	Term 4 Week 10	Term 2 Week 9	Term 3 Week 2/3	Term 3 Week 5	
Outcomes Assessed	ES12-3 ES12-5 ES12-6 ES12-7	ES12-2 ES12-5 ES12-8 ES12-9	ES12-1 ES12-4 ES12-5 ES12-6 ES12-7	ES12-1 ES12-2 ES12-3 ES12-4 ES12-9 ES12-10	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	10	10	15	15	<u>50</u>
Skills in: comprehending texts; communicating ideas; using language accurately, appropriately and effectively	10	15	10	15	<u>50</u>
TOTAL	20	25	25	30	100

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

EXPLORING EARLY CHILDHOOD - HSC 2024

Task 1: Child Health and Safety

Task 2: Children's Services Report

Task 3: Children's Picture Book

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 2/3	
Outcomes Assessed	2.4 2.5 6.1	2.1 4.1	1.3 4.1	1.2 1.3 1.4 2.2 2.4	
COMPONENTS	Weighting %				
Knowledge and understanding of course content	20	10	10	10	<u>50</u>
Skills	10	20	20		<u>50</u>
TOTAL	30	30	30	10	100

Outcomes:

- 1.1** analyses prenatal issues that have an impact on development
- 1.2** examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3** examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4** analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5** examines the implications for growth and development when a child has special needs
- 2.1** analyses issues relating to the appropriateness of a range of services for different families
- 2.2** critically examines factors that influence the social world of young children
- 2.3** explains the importance of diversity as a positive issue for children and their families
- 2.4** analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5** examines strategies that promote safe environments
- 3.1** evaluates strategies that encourage positive behaviour in young children
- 4.1** demonstrates appropriate communication skills with children and/or adults
- 4.2** interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3** demonstrates appropriate strategies to resolve group conflict
- 5.1** analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1** demonstrates an understanding of decision making processes
- 6.2** critically examines all issues including beliefs and values that may influence interactions with others

FOOD TECHNOLOGY - HSC 2024

Task 1: Contemporary Nutrition Investigation

Task 2: The Australian Food Industry Report

Task 3: Food Manufacture

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 2/3	
Outcomes Assessed	H2.1 H3.2 H5.1	H1.2 H1.4 H3.1	H1.1 H4.2	H1.1 H1.2 H1.3 H1.4 H2.1 H4.1 H4.2	
COMPONENTS	Weighting				%
Knowledge and understanding of course content		5	5	30	<u>40</u>
Knowledge and skills in designing, researching, analysing and evaluating	10	15	5		<u>30</u>
Skills in experimenting with and preparing food by applying theoretical concepts	10		20		<u>30</u>
TOTAL	20	20	30	30	100

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 to a range of food situations

GEOGRAPHY - HSC 2024

Task 1: In class skills and written response

Task 2: Written response

Task 3: In class skills test

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Week 2/3	
Outcomes Assessed	H1 H2 H6	H3 H5	H11	H1 H4 H5 H6	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	10	10		20	<u>40</u>
Geographical tools and skills	5		5	10	<u>20</u>
Geographical inquiry and research, including fieldwork	10	10			<u>20</u>
Communication of geographical information, issues and ideas in appropriate forms	5	5	5	5	<u>20</u>
TOTAL	30	25	10	35	100

Outcomes:

- H1** explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2** explains the factors which place ecosystems at risk and the reasons for their protection
- H3** analyses contemporary urban dynamics and applies them in specific contexts
- H4** analyses the changing spatial and ecological dimensions of an economic activity
- H5** evaluates environmental management strategies in terms of ecological sustainability
- H6** evaluates the impacts of, and responses of people to, environmental change
- H7** justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8** plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9** evaluates geographical information and sources for usefulness, validity and reliability
- H10** applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11** applies mathematical ideas and techniques to analyse geographical data
- H12** explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13** communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

School Name: Terrigal High School

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	½ yearly Exam**	Trial Exam**
		Week 2/3 Term 4 Date: 3/11/23	Week 6 Term 5 Date: 8/3/24	Week 5 Term 7 Date: 23/8/24	Week Term Date:	Week Term Date:
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	x				
SITHFAB024	Prepare and serve non-alcoholic beverages		x			
SITHFAB025	Prepare and serve espresso coffee		x			
SITHFAB027	Serve food and beverages		x			
BSBTWK201	Work effectively with others			x		
SITHIND007	Use hospitality skills effectively			x		

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

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

* Selected units only to be confirmed by your teacher.

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

INDUSTRIAL TECHNOLOGY (TIMBER) - HSC 2024

Task 1: Major Project: Design, Management and Communication Report

Task 2: Industry Study

Task 3: Major Project: Development Report and Realisation

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 10	Term 2 Week 1	Term 3 Week 1	Term 3 Week 2/3	
Outcomes Assessed	H3.1 H3.2 H3.3 H5.1	H1.1 H7.1 H7.2	H2.1 H3.2 H3.3 H4.1 H5.2 H6.2	H1.2 H1.3 H4.3 H6.1 H7.1	
COMPONENTS	Weighting				%
Knowledge and understanding of course content		10		30	<u>40</u>
Knowledge and skills in the management, communication and production of projects	20		40		<u>60</u>
TOTAL	20	10	40	30	100

Outcomes:

- H1.1** investigates industry through the study of businesses in one focus area
- H1.2** identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3** identifies important historical developments in the focus area industry
- H2.1** demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1** demonstrates skills in sketching, producing and interpreting drawings
- H3.2** selects and applies appropriate research and problem-solving skills
- H3.3** applies and justifies design principles through the production of a Major Project
- H4.1** demonstrates competency in a range of practical skills appropriate to the Major Project
- H4.2** explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3** critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1** selects and uses communication and information processing skills
- H5.2** examines and applies appropriate documentation techniques to project management
- H6.1** evaluates the characteristics of quality manufactured products
- H6.2** applies the principles of quality and quality control
- H7.1** explains the impact of the focus area industry on the social and physical environment
- H7.2** analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

JAPANESE CONTINUERS - HSC 2024

Task 1: Multimodal Task – Responses in English and Japanese to aural and written texts. *Home and neighbourhood/Free Time*

Task 2: Multimodal Task – Oral interaction / Responding in English to written texts / Composition in Japanese. *Travel*

Task 3: Oral interaction / Responses in English to aural texts. *Personal World*

Task 4: Trial HSC Examination. *All Topics*

TASK	1	2	3	4	
Timing	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 2/3	
Outcomes Assessed	1.2, 2.1 2.2, 2.3 3.1, 3.2 3.3, 3.4	1.1, 1.3 1.4, 2.1 2.2, 2.3 3.1, 3.2 3.5, 4.2 4.3	1.1, 1.3 1.4, 3.1 3.2, 3.3 3.4, 3.5 3.6	1.2, 1.3 2.1, 2.2 2.3, 3.1 3.3, 3.4 3.5, 3.6 4.1	
COMPONENTS	Weighting				%
Speaking		5	15		<u>20</u>
Listening	10		10	10	<u>30</u>
Reading	10 (B)	10 (A)		10 (A+B)	<u>30</u>
Writing		10		5	<u>20</u>
TOTAL	20	25	25	30	100

Outcomes:

- 1.1** uses a range of strategies to maintain communication
- 1.2** conveys information appropriate to context, purpose and audience
- 1.3** exchanges and justifies opinions and ideas
- 1.4** reflects on aspects of past, present and future experience
- 2.1** applies knowledge of language structures to the production of create original text
- 2.2** composes informative, descriptive, reflective, Japanese persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3** structures and sequences ideas and information
- 3.1** conveys the gist of texts and identifies specific information
- 3.2** summarises the main ideas
- 3.3** identifies the tone, purpose, context and audience
- 3.4** draws conclusions from or justifies an opinion
- 3.5** interprets, analyses and evaluates information
- 3.6** infers points of view, attitudes or emotions from language and context
- 4.1** recognises and employs language appropriate to different social contexts
- 4.2** identifies values, attitudes and beliefs of cultural significance
- 4.3** reflects upon significant aspects of language and culture written or spoken texts created by students

LEGAL STUDIES - HSC 2024

Task 1: Human Rights. Class Test

Task 2: Crime. Multiple Choice and Extended Response

Task 3: Option. Research and Extended Response

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 2/3	
Outcomes Assessed	H3 H4 H8 H9	H1 H4 H5 H6 H7 H9	H2 H4 H5 H9 H10	H1 H2 H4 H7 H9 H10	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	5	10	10	15	<u>40</u>
Inquiry and research	5	5	5	5	<u>20</u>
Analysis and evaluation	5	5	5	5	<u>20</u>
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	<u>20</u>
TOTAL	20	25	25	30	100

Outcomes:

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

MARINE STUDIES - HSC 2024

Task 1: Research Task Aquaculture

Task 2: Aquarium Design, Construction and Maintenance

Task 3: Personal Interest Project

Task 4: Module Test

TASK	1	2	3	4	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Week 2	
Outcomes Assessed				1.1	
				1.3	
	1.4	2.2	2.3	1.4	
	2.1	5.1	3.2	1.5	
	2.3	5.3	3.3	2.1	
	4.2	5.4	3.4	3.1	
				3.2	
				4.2	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	15	10	10	15	<u>50</u>
Skills	5	15	20	10	<u>50</u>
TOTAL	20	25	30	25	100

Outcomes:

- 1.1** identifies the roles of individuals or groups involved in maritime activities
- 1.2** recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.3** recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4** recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5** demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1** appreciates the importance of effective management practice
- 2.2** works effectively within a group
- 2.3** communicates information by writing reports, giving short talks and contributing to discussions
- 3.1** evaluates information, situations, equipment manuals and written or manual procedures
- 3.2** collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3** generates information from data by calculating, inferring, interpreting and generalising
- 3.4** carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1** identifies marine vocations and a range of leisure pursuits
- 4.2** appreciates marine environments as sources of employment and leisure
- 5.1** values the rules and operating principles of marine equipment and applies them
- 5.2** applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3** interprets and follows instructions, with accuracy
- 5.4** selects, organises, assembles, dismantles, cleans, and returns equipment

MATHEMATICS ADVANCED - HSC 2024

Task 1: In Class Assessment

Task 2: Assignment

Task 3: In Class Assessment

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 2/3	
Outcomes Assessed	MA12-1 MA12-4 MA12-5	MA12-3 MA12-6 MA12-9 MA12-10	MA12-2 MA12-3 MA12-7 MA12-8	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-10	
COMPONENTS	Weighting				%
Understanding, fluency and communication	12.5	7.5	15	15	<u>50</u>
Problem solving, reasoning and justification	12.5	7.5	15	15	<u>50</u>
TOTAL	25	15	30	30	100

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 EXTENSION 1 - HSC 2024

Task 1: In Class Assessment

Task 2: Assignment

Task 3: In Class Assessment

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 Week 2/3	
Outcomes Assessed	ME12-1 ME12-2	ME12-1 ME12-3 ME12-6 ME12-7	ME12-4 ME12-5	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-7	
COMPONENTS	Weighting				%
Understanding, fluency and communication	12.5	7.5	15	15	<u>50</u>
Problem solving, reasoning and justification	12.5	7.5	15	15	<u>50</u>
TOTAL	25	15	30	30	100

Outcomes:

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

MATHEMATICS STANDARD 1 - HSC 2024

Task 1: In Class Assessment

Task 2: Assignment

Task 3: In Class Assessment

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 2/3	
Outcomes Assessed	MS1-12-1 MS1-12-3 MS1-12-4 MS1-12-6	MS1-12-3 MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-5 MS1-12-7	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-10	
COMPONENTS	Weighting				%
Understanding, fluency and communication	12.5	7.5	15	15	<u>50</u>
Problem solving, reasoning and justification	12.5	7.5	15	15	<u>50</u>
TOTAL	25	15	30	30	100

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 2 - HSC 2024

Task 1: In Class Assessment

Task 2: Assignment

Task 3: In Class Assessment

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 2/3	
Outcomes Assessed	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6	MS2-12-3 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-2 MS2-12-5 MS2-12-7	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-10	
COMPONENTS	Weighting				%
Understanding, fluency and communication	12.5	7.5	15	15	<u>50</u>
Problem solving, reasoning and justification	12.5	7.5	15	15	<u>50</u>
TOTAL	25	15	30	30	100

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

MODERN HISTORY - HSC 2024

Task 1: Responding to Sources. Core Study - *Power and Authority in the Modern World*

Task 2: Historical Analysis In Class Essay. National Study - *Russia*

Task 3: Research and Hand In Essay. Peace and Conflict - *Conflict in Europe*

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 10	Term 1 Week 6	Term 2 Week 8	Term 3 Week 2/3	
Outcomes Assessed	MH12-1 MH12-4 MH12-6	MH12-5 MH12-7 MH12-8	MH12-2 MH12-3 MH12-7	MH12-1 MH12-2 MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-8 MH12-9	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	10	10		20	<u>40</u>
Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	<u>20</u>
Historical inquiry and research		10	10		<u>20</u>
Communication of historical understanding in appropriate forms	5		10	5	<u>20</u>
TOTAL	25	20	25	30	100

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

MUSIC 1 - HSC 2024

Task 1: Topic 1: Music of the 20th & 21st Centuries – Core musicology viva voce and core aural analysis

Task 2: Topic 2: An Instrument and Its Repertoire or Popular Music Topic - Presentation of composition portfolio analysis and core performance

Task 3: Topics 2 & 3: Presentation of Elective Option for Topics 2 & 3 - Student to select presentation of elective performance or elective musicology outline or viva voce

Task 4: Trial HSC Examination: Aural written Paper – core aural, and presentation of elective 4 performance, or composition portfolio or elective musicology outline and viva voce from Topic 1

TASK	1	2	3	4	
Timing	Term 4 Week 5	Term 1 Week 5	Term 2 Week 5	Term 3 Week 2/3	
Outcomes Assessed	H4 H5 H6	H1 H3	H1-8*	H1-8*	
COMPONENTS	Weighting				%
Performance Core		10			<u>10</u>
Composition Core		10			<u>10</u>
Musicology Core	10				<u>10</u>
Aural Core	10			15	<u>25</u>
Electives			30	15	<u>45</u>
TOTAL	20	20	30	30	100

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
- H10** demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11** demonstrates a willingness to accept and use constructive criticism

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION - HSC 2024

Task 1: Factors Affecting Performance – Sport Analysis

Task 2: Health Priorities in Australia - In Class Task

Task 3: Improving Performance – Research and In Class Task

Task 4: Trial HSC Examination – Cores and Option

TASK	1	2	3	4	
Timing	Term 4 Week 9	Term 1 Week 11	Term 2 Week 9	Term 3 Week 2/3	
Outcomes Assessed	H7 H8 H10 H11 H17	H1 H3 H4 H5 H14 H15	H8 H10 H16 H17	H1, H2 H3, H4 H5, H7 H8, H9 H10, H11 H13, H14 H15, H16 H17	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	10	5	10	15	<u>40</u>
Skills in critical thinking, research, analysis and communicating	15	15	15	15	<u>60</u>
TOTAL	25	20	25	30	100

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
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H12** analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14** argues the benefits of health-promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

PHYSICS - HSC 2024

Task 1: Practical Investigation

Task 2: Practical Examination

Task 3: Depth Study

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Week 2/3	
Outcomes Assessed	PH12-1 PH12-2 PH12-3 PH12-5 PH12-7 PH12-12	PH12-3 PH12-4 PH12-5 PH12-6 PH12-13	PH12-1 PH12-2 PH12-3 PH12-5 PH12-7 PH12-14	PH12-5 PH12-6 PH12-7 PH12-12 PH12-13 PH12-14 PH12-15	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	5	5	5	25	<u>40</u>
Skills in working scientifically	15	15	25	5	<u>60</u>
TOTAL	20	20	30	30	100

Outcomes:

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

SOCIETY & CULTURE - HSC 2024

Task 1: Communication and Change. In class essay

Task 2: Depth Study 1: Pop Culture. Data analysis and report

Task 3: Depth Study 2: Conformity and Nonconformity. Research essay

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 10	Term 1 Week 9	Term 2 Week 7	Term 3 Week 2/3	
Outcomes Assessed	H1 H2 H5	H4 H6 H10	H3 H7 H8 H9	H1 H3 H4 H5 H9	
COMPONENTS	Weighting				%
Knowledge and understanding of course content	15		15	20	<u>50</u>
Application and evaluation of social and cultural research methods		20		10	<u>30</u>
Communication of information, ideas and issues in appropriate forms	10		10		<u>20</u>
TOTAL	25	20	25	30	100

Personal Interest Project (PIP) Check in Dates

PIP Check In	Date	Evidence Required
1	Week 6, Term 4	PIP Proposal
2	Week 5, Term 1	Primary research results and log book
3	Week 10, Term 1	Introduction, Chapter 1 and log book
4	Week 4, Term 2	Completed Central Material
5	Week 10, Term 2	Draft PIP
Due Date	*Monday of Week 3, Term 3	Final PIP

**Note: This is based on past PIP due dates and is subject to change once official dates are released by NESAs*

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

SPANISH BEGINNERS - HSC 2024

Task 1: Responding to spoken texts and written interaction. WEATHER, NUTRICION, TRAVEL

Task 2: Oral interaction, responding to written texts and written interaction. EDUCATION, WORK

Task 3: Oral interaction and responding to spoken and written texts. SHOPPING, HEALTH

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 2/3	
Outcomes Assessed	2.1, 2.2 2.3, 2.4 2.5, 2.6 3.1, 3.2 3.3, 3.4	1.1, 1.2 1.3, 1.4 2.1, 2.2 2.3, 2.4 2.5, 2.6 3.1, 3.2 3.3, 3.4	1.1, 1.2 1.3, 1.4 2.1, 2.2 2.3, 2.4 2.5	1.1, 1.2 1.3, 1.4 2.1, 2.2 2.3, 2.4 2.5, 3.1, 3.2, 3.3 3.4	
COMPONENTS	Weighting				%
Speaking		10	5	5	<u>20</u>
Listening & Responding	10		10	10	<u>30</u>
Reading & Responding		10	10	10	<u>30</u>
Writing in Spanish	10	5		5	<u>20</u>
TOTAL	20	25	25	30	100

Outcomes:

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

SPORT, LIFESTYLE AND RECREATION - HSC 2024

Task 1: Sports Administration – Event management and tournament organisation

Task 2: Aquatics – Practical application and scenarios

Task 3: Resistance training – Research task and teaching

TASK	1	2	3	
Timing	Term 4 Week 9	Term 1 Week 11	Term 2 Week 9	
Outcomes Assessed	1.1	1.3	1.3	
	1.6	3.6	2.1	
	4.2	4.4	2.2	
	4.5	4.5	3.2	
COMPONENTS	Weighting			%
Knowledge and understanding	15	15	20	<u>50</u>
Skills	15	20	15	<u>50</u>
TOTAL	30	35	35	100

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 goals
- 4.2** demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3** makes strategic plans to overcome barriers to personal and community health
- 4.4** demonstrates competence and confidence in movement contexts
- 4.5** recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.1** accepts responsibility for personal and community health
- 5.2** willingly participates in regular physical activity
- 5.3** values the importance of an active lifestyle
- 5.4** values the features of a quality performance
- 5.5** strives to achieve quality in personal performance

TEXTILES AND DESIGN - HSC 2024

Task 1: MTP Designing and Planning Multimodal Presentation

Task 2: Current issues in the ATCFAI Investigation. MTP Project Development

Task 3: MTP Project Management Report

Task 4: Trial HSC Examination

TASK	1	2	3	4	
Timing	Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Week 2/3	
Outcomes Assessed	H1.2 H2.1 H4.1 H4.2	H1.1 H4.2 H5.1 H5.2	H2.1 H2.2 H2.3 H3.1	H1.3 H3.1 H3.2 H4.1 H5.1 H5.2 H6.1	
COMPONENTS	Weighting				%
Knowledge and understanding of course content		15	5	30	<u>50</u>
Skills and knowledge in the design, manufacture and management of textiles projects	20	10	20		<u>50</u>
TOTAL	<u>20</u>	<u>25</u>	<u>25</u>	<u>30</u>	<u>100</u>

Outcomes:

- H1.1** Critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
- H1.2** designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
- H1.3** identifies the principles of colouration for specific end-uses
- H2.1** communicates design concepts and manufacturing specifications to both technical and non-technical audiences
- H2.2** demonstrates proficiency in the manufacture of a textile item/s
- H2.3** effectively manages the design and manufacture of a Major Textiles Project to completion
- H3.1** explains the interrelationship between fabric, yarn and fibre properties
- H3.2** develops knowledge and awareness of emerging textile technologies
- H4.1** justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
- H4.2** selects and justifies manufacturing techniques, materials and equipment for a specific end-use
- H5.1** investigates and describes aspects of marketing in the textile industry
- H5.2** analyses and discusses the impact of current issues on the Australian textiles industry
- H6.1** analyses the influence of historical, cultural and contemporary developments on textiles

VISUAL ARTS - HSC 2024

Task 1: VAPD Artmaking & Research

Task 2: Case Study 1 & BoW 2

Task 3: Case Study 2 & BoW 3

Task 4: Trial HSC Examination & BOW (Hand in Week 4)

TASK	1	2	3	4	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 9	Term 3 Week 2/3	
Outcomes Assessed	H1 H4 H8 H9	H2 H3 H7 H8	H5 H6 H8 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10	
COMPONENTS	Weighting				%
Making	10	10	15	15	<u>50</u>
Critical/Historical	10	15	10	15	<u>50</u>
TOTAL	20	25	25	30	100

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

Appendices

- Assessment Task Cover Sheet
- Assessment Task Flowchart
- Missed Assessment Task Flowchart
- Assessment Task Appeal Form
- Principles for Effective Assessment
- Procedures for Awarding Marks
- VET
- Other Relevant Sites
- Quick Guide to Harvard Referencing



Terrigal High School HSC Assessment Task Cover Sheet

Please attach this signed cover sheet to every assignment/assessment task you submit.

Name:	Date of submission:
Subject:	Due date:
Teacher:	Task title:

All My Own Work

1. Acknowledgement of Sources by compiling a bibliography

One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

2. Avoiding plagiarism / collusion

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet,
- Using someone else's ideas or conclusions, even if you have put them in your own words,
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded / reworked some parts.
- Not engaging in the unauthorised use of AI generated work and presenting it as your own.

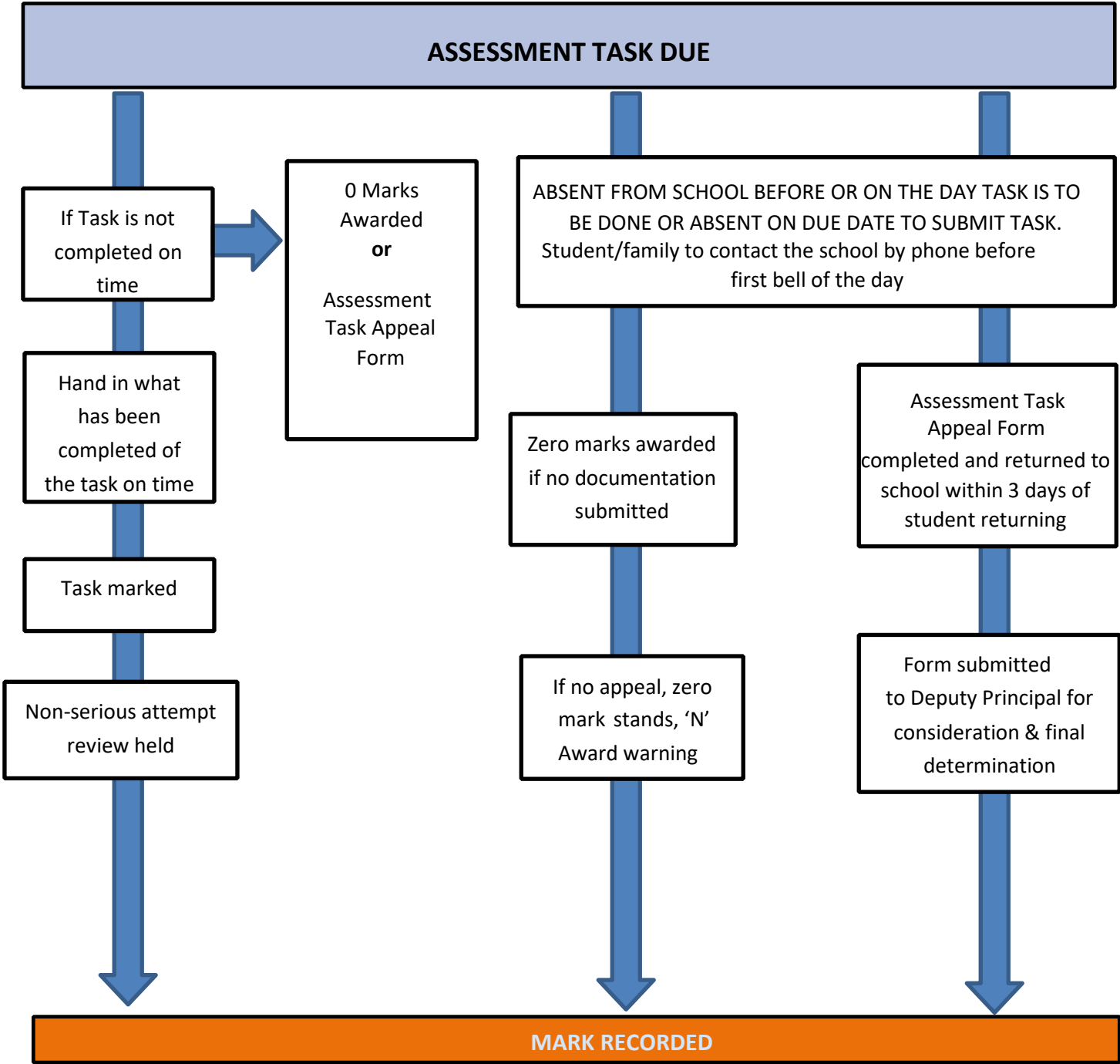
DECLARATION:

I have read and understood the **All My Own Work** statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

I have read and understood the Terrigal High School Assessment Policy.

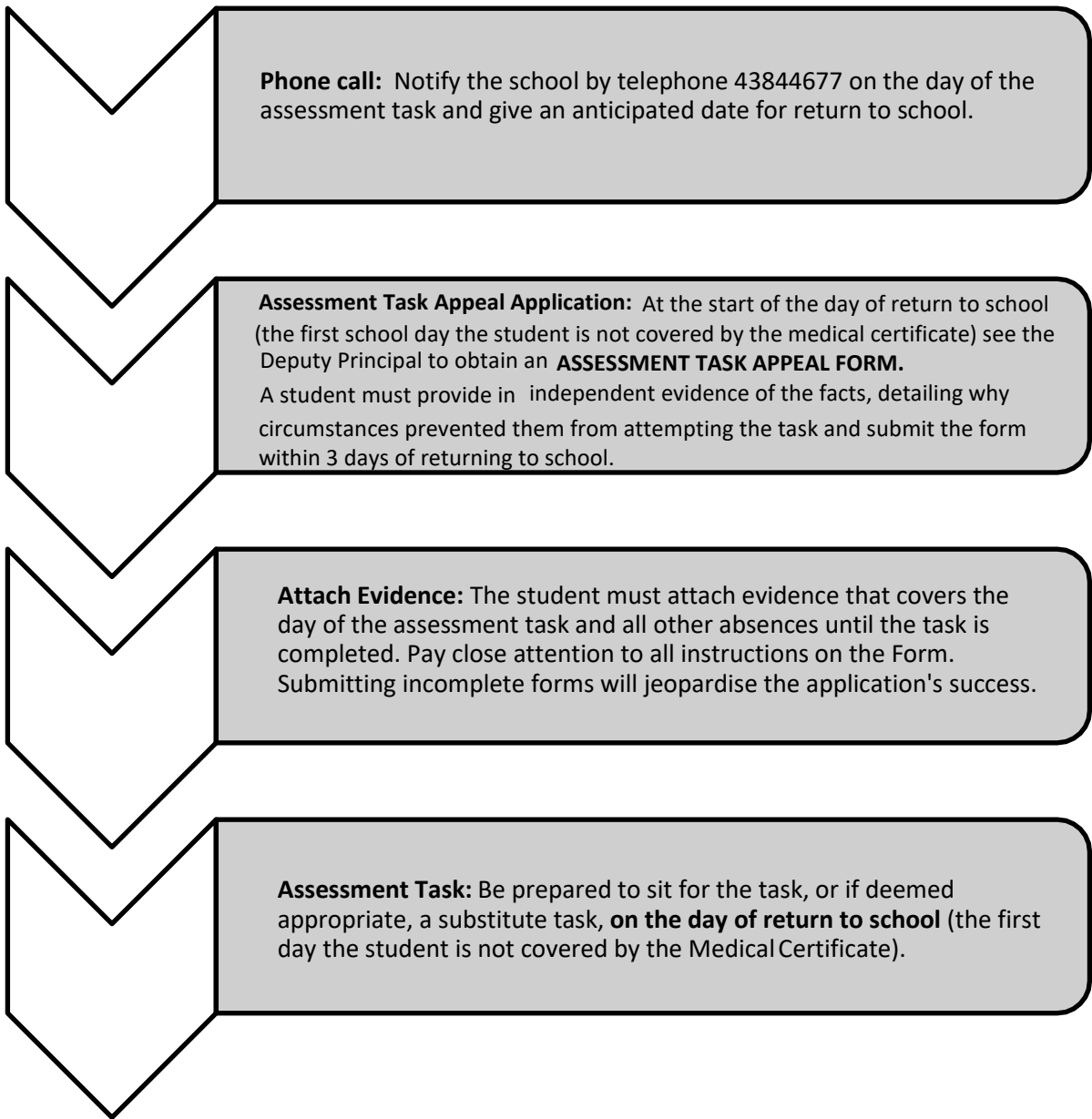
Student Signature/Confirmation: Date:

ASSESSMENT TASK FLOWCHART



MISSED ASSESSMENT TASK FLOWCHART

Terrigal High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure/alteration to task process. See the flow chart below. For more information refer to the Terrigal High School Assessment Policy.





STAGE 6 ASSESSMENT TASK APPEAL FORM

Must be completed within 3 school days of the assessment task and submitted to Deputy Principal for consideration by the Assessment Review Panel

SECTION A: Student is required to complete this section and submit to the Deputy Principal prior to the misadventure and alteration being approved/not approved.

NAME: _____ YEAR 11 / YEAR 12

SUBJECT: _____ DATE SUBMITTED TO DEPUTY PRINCIPAL: ____ / ____ / ____

TASK NAME: _____ DUE DATE OF ASSESSMENT TASK: ____ / ____ / ____

Did you contact the school on/before the due date notifying of your inability to submit/complete? YES / NO

Reason for application (please tick): Documentary evidence must be provided, except in exceptional circumstances.

- ☐ Absent day before task ☐ Missed a class day before, or of, a task
☐ Absent from task, or absent when due (due to illness or exceptional circumstances)
☐ Extension (due to illness or exceptional circumstances) ☐ Other school commitment of day of assessment task

Reason supporting your application: (Student to write an explanation stating sufficient details to support their case for consideration) _____

If you have already submitted / completed this task, list the date and time this occurred:

Date: ____ / ____ / ____ Time: _____ Teacher Confirmation: _____

SUPPORTING DOCUMENTS (Please attach)

☐ Medical Certificate ☐ Statutory Declaration ☐ Other: _____

Name of Doctor / Justice of the Peace: _____

Student: _____ Date: ____ / ____ / ____ Parent: _____ Date: ____ / ____ / ____
Signature Signature

SECTION B: To be completed by TEACHER/HEAD TEACHER, then returned to DEPUTY PRINCIPAL within 2 days of receiving this form.

Comment: _____

Recommendation:

- ☐ Task rescheduled to: _____ ☐ Late accepted without penalty ☐ Rank order mark adjustment
☐ ZERO mark to be upheld ☐ Other: _____

Teacher: _____ Date: ____ / ____ / ____ Head Teacher: _____ Date: ____ / ____ / ____
Signature Signature

SECTION C: To be completed by ASSESSMENT REVIEW PANEL

Student contacted the school on/before due date?	YES	NO	N/A
Student submitted form within documented timeframe?	YES	NO	N/A
Independent evidence provided?	YES	NO	N/A
Student would gain an unfair advantage?	YES	NO	N/A

Decision: **Approved / Not Approved****Outcome:**

- | | |
|--|---|
| <input type="checkbox"/> Sit task at alternative time as advised by Head Teacher | <input type="checkbox"/> Alternative task |
| <input type="checkbox"/> Adjust marks accordingly | <input type="checkbox"/> Estimate |

Comment : _____

Deputy Principal Signature: _____ **Date:** ____ / ____ / ____

- ☐ Notification to Teacher & Head Teacher on Sentral
- ☐ Copy given to student
- ☐ Original in student file

SECTION D: To be completed only if student wants to appeal the decision of the Assessment Review Panel

I wish to appeal the decision of the school Assessment Review Panel for the following reasons:

Student: _____	Date: ____ / ____ / ____	Parent : _____	Date: ____ / ____ / ____
<i>Signature</i>		<i>Signature</i>	

SECTION E: To be completed by the PRINCIPAL if student is appealing the decision of the Assessment Review Panel**Decision of the Assessment Review Panel:** **Upheld / Overturned****Principals Decision:** _____

Principal Signature: _____ **Date:** ____ / ____ / ____

- ☐ Notification to Teacher & Head Teacher on Sentral
- ☐ Copy given to student
- ☐ Original in student file

Principals for Effective Assessment

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching program or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Using these principles the approach or approaches used will be informed by the:

- evidence of student learning to be gathered
- processes for gathering the evidence
- feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

Procedures for Awarding Marks

Marks

Marks must be awarded against explicit marking guidelines. Marks must accurately correlate and reflect outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity.

Marks are calculated based on the mandatory assessment components and weightings found in the syllabus for each course. Marks will be aggregated to the nearest whole number and ranked accordingly. The assessment marks should show the relative differences between students' performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

Marking guidelines need to be detailed, explicit and show clearly where the marks will be allocated. This information is to be provided for students with the understanding that students can use the assessment criteria to grade their own work to gauge assessment progress and self-assess.

It is stressed that the final assessment mark should not be revealed to the students, but students must be informed that they can receive their final assessment rank. This will be provided as the assessment rank on their Semester Two report.

Moderation

Tasks may be statistically moderated as these procedures help ensure that the weightings for each task are as intended and reduce the effect of individual task characteristics on overall assessment mark collation (*HSC Assessment in a Standards-referenced Framework - A Guide to Best Practice*). Statistical procedures may not be appropriate in courses with small candidatures. A meeting is held with the Principal to analyse the final raw and moderated marks for each course as the Principal is required to certify the accuracy of the marks submitted to NESA.

Vocational Education and Training (VET)

NESA requires providers of VET curriculum framework courses to:

- ensure that all courses are delivered under the auspices of a Registered Training Organisation (RTO)
- use a competency-based approach to assessment
- maintain a record of all the competencies achieved by each student
- progressively record the achievement of elements of competency and units of competency in a competency record book (student log) supplied by the RTO
- use only qualified assessors to carry out assessment
- report to NESA via Schools Online both the units of competency each student intends to study in a year and the units of competency achieved by each student in each course
- verify that students have completed the mandatory work placement hours that have been assigned to each course
- prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.

Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses but will be used only in the case of a successful illness/ misadventure appeal.

If a student fails to undertake any mandatory work placement component of a VET course, it will be determined that the student has not met NESA mandatory work placement requirements. In this case the Principal will indicate that the course has not been satisfactorily completed and the student may be recommended for an 'N' determination.

Other Relevant Sites

- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>
- <https://arc.nesa.nsw.edu.au/>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rulesprocedures-guide-students>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/examequipment-list>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approvedcalculators>
- <https://educationstandards.nsw.edu.au/wps/wcm/connect/f2ef71a2-ea7c-4b96-92f6398fe141925c/english-stage-6-prescriptions-2019-2023.pdf?MOD=AJPERES&CVID=>
- <https://educationstandards.nsw.edu.au/wps/wcm/connect/a74b9113-cfa0-4ca3-9c6cb2d5f6d45c3e/drama-st6-course-prescriptions-2019-21.pdf?MOD=AJPERES&CVID=>
- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6creative-arts/visual-arts-syllabus/submitted-works-advice>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/practicalperformance-exams>

Quick Guide to Harvard Referencing



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

For more information see the Harvard Referencing Guide at:

libguides.newcastle.edu.au/referencing/harvard

HARVARD BASICS

GENERAL

- The Harvard style of author-date referencing is widely accepted in academic publications, although you may see a number of variations in the way it is used. This guide is based on the Monash version of Harvard. Check your Course Outline for any variations required or consult your lecturer.
- References cited in your assignment text (in-text citations) must appear in the reference list and vice versa, except for '[personal communications](#)'.

IN-TEXT CITATIONS

- When inserting a citation into the text of your document, include the author's surname and the year of publication, enclosed in parentheses, e.g. (Smith & Jones 2016). This brief citation allows the reader to find the appropriate full reference in the list at the end of the document.
- An in-text citation can appear anywhere in a sentence, provided that it follows the paraphrasing of the source or a direct quote (see below).
- If you include a direct quote (word-for-word), the in-text citation must include the page number/s where the quotation appeared, e.g. ... *"correct referencing is a necessity"* (Smith & Jones 2016, p. 16). Page numbers are also required when paraphrasing specific information.
- Use "and" when citing authors' names in sentences and "&" for parenthetical usage, e.g. Smith and Jones (2016) ... versus ... (Smith & Jones 2016).
- For multiple in-text citations within parentheses, alphabetise citations by first author and add a semi colon (;) between them to differentiate citations, e.g. (Sato & Yamada 2014; Smith & Jones 2016).
- For different authors with the same surname and with the same publication year, include their initials after a comma, e.g. (Smith, A 2017) and (Smith, DL 2017).

REFERENCE LIST

- The reference list starts on a separate page and is always organised in alphabetical order.

THINGS TO LOOK OUT FOR

- When no author is available, cite the work by its title in both its in-text citation, e.g. ('Bespoke' 2009), and also in the reference list. In the reference list, ignore articles such as "A", "An", and "The" when alphabetising by title.
- When you have multiple works from exactly the same authors in the same year, alphabetise by title for your reference list and then add a, b, c, and so on after the year to differentiate the references. For example:
Acciari, M 2014a, 'British Asian music and its networks: notes from a music-making workshop at the Apache Indian Music Academy, Handsworth, UK', *South Asian Popular Culture*, vol. 12, no. 3, pp. 181-188.
Acciari, M 2014b, 'The Italianization of Bollywood cinema: ad hoc films', *Studies in European Cinema*, vol. 11, no. 1, pp. 14-25.
The in-text citation would then be (Acciari 2014a) or (Acciari 2014b), depending on which document you cited.
- When no publication date is available, use n.d. (no date) in the place of the year, e.g. Smith (n.d.) notes that ...
- If a [DOI \(Digital Object Identifier\)](#) is available for your source, place it at the end of the reference as shown in the journal article examples below.

JOURNAL ARTICLES

TYPE	IN-TEXT CITATION	REFERENCE LIST
One author <i>Follow this format for articles from library databases or in print</i>	... notes its prominence (Acciari 2014) OR Acciari (2014) notes that ...	Acciari, M 2014, 'The Italianization of Bollywood cinema: ad hoc films', <i>Studies in European Cinema</i> , vol. 11, no. 1, pp. 14-25, doi:10.1080/17411548.2014.903099
Two authors <i>Follow this format for articles from library databases or in print</i>	... notes its prominence (Kummitha & Crutzen 2017) Kummitha and Crutzen (2017) state ...	Kummitha, RKR & Crutzen, N 2017, 'How do we understand smart cities?: an evolutionary perspective', <i>Cities</i> , vol. 67, pp. 43-52, doi:10.1016/j.cities.2017.04.010
Three authors <i>Follow this format for articles from library databases or in print</i>	... support frameworks (Wilson, Cordier & Wilkes-Gillan 2014) OR Wilson, Cordier and Wilkes-Gillan (2014) state that ...	Wilson, NJ, Cordier, R & Wilkes-Gillan, S 2014, 'Men's Sheds and mentoring programs: supporting teenage boys connection with school', <i>International Journal of Men's Health</i> , vol. 13, no. 2, pp. 92-100, doi:10.3149/jmh.1302.92
Four or more authors <i>For all in-text citations, use only the first author's name, followed by 'et al.'</i>	... needs a change (Vromen et al. 2017) OR Vromen et al. (2017) suggest ...	Vromen, A, Loader, BD, Xenos, MA & Bailo, F 2016, 'Everyday making through Facebook engagement: young citizens' political interactions in Australia, the United Kingdom and the United States', <i>Political Studies</i> , vol. 64, no. 3, pp. 513-533, doi:10.1177/0032321715614012
Corporate author <i>Written by an organisation or a group</i>	... trial (SPRINT Research Group 2015) OR The SPRINT Research Group (2015) concluded that ...	SPRINT Research Group 2015, 'A randomized trial of intensive versus standard blood-pressure control', <i>New England Journal of Medicine</i> , vol. 33, no. 22, pp. 2103-2116, doi:10.1056/NEJMc1602668
Reference within an article (secondary source) <i>Where possible, try to access the work being cited, otherwise follow this pattern</i>	<i>For this example, Baker's work from 2008 is being quoted in Bail's 2016 article.</i> ... was signified (Baker 2008 cited in Bail 2016, p. 1175) OR Baker's study (2008 cited in Bail 2016, p. 1175) suggested a higher prevalence for ...	<i>Reference the article you have, not the one being quoted.</i> Bail, CA 2016, 'Emotional feedback and the viral spread of social media messages about autism spectrum disorders', <i>American Journal of Public Health</i> , vol. 106, no. 7, pp. 1173-1180, doi:10.2105/AJPH.2016.303181

BOOKS & EBOOKS

TYPE	IN-TEXT CITATION	REFERENCE LIST
One author	... notes its prominence (Weller 2011) OR Weller (2011) notes that ...	Weller, M 2011, <i>The digital scholar: how technology is transforming academic practice</i> , Bloomsbury Publishing, New York.
Two authors	... national consistency (Madden & Hogan 1997) OR Madden and Hogan (1997) find that ...	Madden, R & Hogan, T 1997, <i>The definition of disability in Australia: moving towards a national consistency</i> , Australian Institute of Health and Welfare, Canberra.
Three authors	... (Garner, Ferdinand & Lawson 2016) OR Garner, Ferdinand & Lawson (2016) state that ...	Garner, R, Ferdinand, P & Lawson, S 2016, <i>Introduction to politics</i> , 3rd edn, Oxford University Press, Oxford.
Four or more authors <i>For all in-text citations, use only the first author's name, followed by 'et al.'</i>	... support frameworks (Haralambos et al. 2013) OR Haralambos et al. (2013) state that ...	Haralambos, M, Holborn, M, Chapman, S & Moore, S 2013, <i>Sociology: themes and perspectives</i> , 8th edn, Collins Educational, London.
Corporate author <i>Written by an organisation or a group</i>	... in their guide (American Welding Society 2015) OR The American Welding Society (2015) states that ...	American Welding Society 2015, <i>Guide for the visual examination of welds</i> , 3rd edn, American Welding Society, Miami.
Book without a date <i>Use n.d. instead of a year</i>	... about Nelson (Southey n.d.) OR Southey (n.d.) suggests ...	Southey, R n.d., <i>The life of Nelson</i> , Blackie, London.
Chapter from a book <i>Where the same authors have written the whole book</i>	... fill a need (Lumby & Probyn 2003) OR Lumby and Probyn (2003) describe ...	As the whole book is written by the same authors, reference the book. Lumby, C & Probyn, E 2003, <i>Remote control: new media, new ethics</i> , Cambridge University Press, Port Melbourne.
Chapter from an edited book <i>Where each chapter has separate authors listed, reference the chapter. Each chapter cited gets a separate entry in the reference list</i>	... notes a problem (Ashman 2009) OR Ashman (2009) notes that ...	As the chapter has specific authors listed, reference the chapter not the book. Ashman, A 2009, 'Contemporary cultures and education', in A Ashman & J Elkins (eds.), <i>Education for inclusion and diversity</i> , 3rd edn, Pearson Education, Frenchs Forest, pp. 3-34.

<p>eBook <i>eBooks follow the same patterns as above, but need the qualifier 'ebook' added before the publisher information, plus a viewing date and an access URL</i></p>	<p>... the most prestigious of the British universities (Bhopal & Danaher 2013) OR Bhopal and Danaher (2013) suggest ...</p>	<p>Bhopal, K & Danaher, PA 2013, <i>Identity and pedagogy in higher education: international comparisons</i>, e-book, Bloomsbury Academic, London, viewed 15 February 2018, https://ebookcentral.proquest.com</p>
<p>Chapter from an edited e-book <i>Where each chapter has separate authors listed, reference the chapter. Each chapter cited gets a separate entry in the reference list</i></p>	<p>... a child's self-belief and motivation (Martin 2014) OR Martin (2014) indicates that ...</p>	<p>Martin, AJ 2014, 'Student motivation and engagement: strategies for parents and educators', in H Street & N Porter (eds.), <i>Better than OK: helping young people to flourish at school and beyond</i>, e-book, Fremantle Press, Fremantle, viewed 15 February 2018, pp. 41-47, https://ebookcentral.proquest.com</p>
<p>Entries from reference works (encyclopaedias, dictionaries, etc.) <i>Use title in the place of author if no author is listed. Note that editors do not count as authors.</i></p>	<p>No author listed: ... is tailor-made ('Bespoke' 2009) Author listed: ... unfortunate condition (Opitz 2015) OR Opitz (2015) contradicts ...</p>	<p>No author listed: 'Bespoke' 2009, B. Moore (ed.), <i>Australian concise Oxford dictionary</i>, 5th edn, Oxford University Press, South Melbourne, p. 127. Author listed: Opitz, JM 2015, 'Congenital disorder', <i>Encyclopaedia Britannica</i>, viewed 15 February 2018, http://academic.eb.com/topic/132266/congenital-disorder <i>Be sure to check with your lecturer if these kinds of resources are suitable for use in your assignments.</i></p>
<p>Reference within a book (secondary source) <i>Where possible, try to access the work being cited, otherwise follow this pattern</i></p>	<p>For this example, Grieve and Gear's work from 1996 is being quoted in Kirtley's 2006 book. ... the pattern (Grieve & Gear 1996 cited in Kirtley 2006, p. 15) OR Grieve and Gear (1996 cited in Kirtley 2006, p. 15) suggest a pattern of ...</p>	<p>Reference the book (or chapter) you have, not the resource being quoted. Kirtley, C 2006, <i>Clinical gait analysis</i>, Elsevier, Edinburgh.</p>

WEB RESOURCES

TYPE	IN-TEXT CITATION	REFERENCE LIST
Web page with author/s listed <i>Follows the same author formatting as other resources</i>	... notes its prominence (Palmer 2008) OR Palmer (2008) notes that ...	Palmer, LF 2008, <i>Insufficient milk syndrome: a fallacy becomes a reality</i> , viewed 15 February 2018, http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/
Web page with corporate author <i>Written by an organisation or a group</i>	... in their care (HealthTimes 2015) OR HealthTimes (2015) suggests ...	HealthTimes 2015, <i>The future of aged care nursing in Australia</i> , viewed 15 February 2018, https://healthtimes.com.au/hub/aged-care/2/news/nc1/the-future-of-aged-care-nursing-in-australia/495/
Web page without author/s <i>Title becomes main entry – use full title in-text; subsequent in-text citation can be abbreviated</i>	... its demise (\$250m funding boost for malaria vaccine 2003) Subsequent entries: ... (\$250m funding boost 2003)	<i>\$250m funding boost for malaria vaccine 2003</i> , viewed 15 February 2018, http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/
Web page without a date <i>Use (n.d.) instead of a year</i>	... in assessment (Australian College of Midwives n.d.) OR The Australian College of Midwives (n.d.) state that ...	Australian College of Midwives n.d., <i>Midwifery practice review</i> , viewed 15 February 2018, https://www.midwives.org.au/what-mpr <i>In this case there is a copyright date at the bottom of the page, but it is a footer repeated across every page on the site – it is not a true creation date.</i>
Online document <i>Provide description as required, e.g. fact sheet, brochure, pamphlet, policy brief</i>	... is important (Hand Hygiene Australia, n.d.). OR Hand Hygiene Australia (n.d.) state ...	Hand Hygiene Australia n.d., <i>Hand hygiene</i> , fact sheet, viewed 15 February 2018, http://www.hha.org.au/UserFiles/file/Hand%20Hygiene%20Fact%20Sheet%284%29.pdf
Government report <i>Use the name of the department as noted on the document</i>	... in bats (Queensland Health 2014) OR Queensland Health (2014) suggests ...	Queensland Health 2014, <i>Lyssavirus in bats prompts reminder not to touch the animal: care and treatment</i> , report 432, viewed 15 February 2018, http://www.health.qld.gov.au/news/stories/140313-lyssavirus.asp
Research report <i>Use the name of the department as noted on the document</i>	... that year (United Nations 2013). OR The United Nations (2013) reported ...	United Nations 2013, <i>The Millennium Development Goals report 2013</i> , viewed 15 February 2018, http://www.un.org/millenniumgoals/pdf/report-2013/mdg-report-2013-english.pdf <i>Where the author listed is a person, include the host organisation's name between the report title and the viewed date</i>
Conference paper published online	... notes its prominence (Bland 2010) OR Bland (2010) notes that ...	Bland, D 2010, 'Drawing on imagination: primary students' ideal learning environments', in J. Wright (ed.), <i>AARE 2010 Conference proceedings</i> , viewed 15 February 2018, pp. 1-22, http://aare.edu.au/data/publications/2010/1744Bland.pdf

YouTube and other streaming video	... colour (Vsauce 2013) OR Vsauce (2013) posits that ...	Vsauce 2013, Is your red the same as my red?, online video, viewed 15 February 2018, https://www.youtube.com/watch?v=evQsOFQju08
Podcast	... has ended (Rissian 2012) OR Rissian (2012) notes	Rissian, LC 2012, Twelve parsecs, podcast, viewed 15 February 2018, http://itunes.apple.com

OTHER SOURCES

TYPE	IN-TEXT CITATION	REFERENCE LIST
Lectures and PowerPoints Online	... notes its prominence (Smith 2018) OR Smith (2018) notes that ...	Smith, J 2018, <i>EDUC3065 Diversity and Inclusion in Early Childhood: pedagogy and inclusion</i> , online course materials, Semester 1, 2018, University of Newcastle.
Personal communication <i>Interviews, letters, emails, material not publicly available, etc.</i>	... was confirmed in her interview (C Dresden 2018, pers. comm. 15 February)	<i>Personal communication is not included in your reference list. Be sure to obtain the permission of the person being referred to.</i> <i>Be sure to check with your lecturer if these kinds of resources are suitable for use in your assignments.</i>

ABBREVIATIONS USED IN THE HARVARD REFERENCING STYLE

&	Use an ampersand (&): <ul style="list-style-type: none"> between two authors or before the final author in your reference list, or within the parenthesis in an in-text citation, e.g. (Jackson & Burns 2017). Do not use an ampersand when using authors' names in your assignment text – use 'and' instead, e.g. Jackson and Burns (2017) found that ...
ed. or eds.	Used for editor or editors. Do not confuse with edition (below).
edn	Used for editions. You do not need to include edition information for a 'standard' first edition. Note: Editions contain major revisions – reprints do not, so it is not necessary to include a reprint number.
et al.	This is used in in-text citations when there are four or more authors to mean 'and others'. All authors are still listed in full in the reference list.
n.d.	Used for references that have no publication/creation date listed.
p. pp. para.	p. is used for single page citations; pp. when multiple pages are involved; and para. for websites (count the paragraphs, e.g. para. 3).
trans.	Used for 'translated by', e.g. trans. M Tanaka