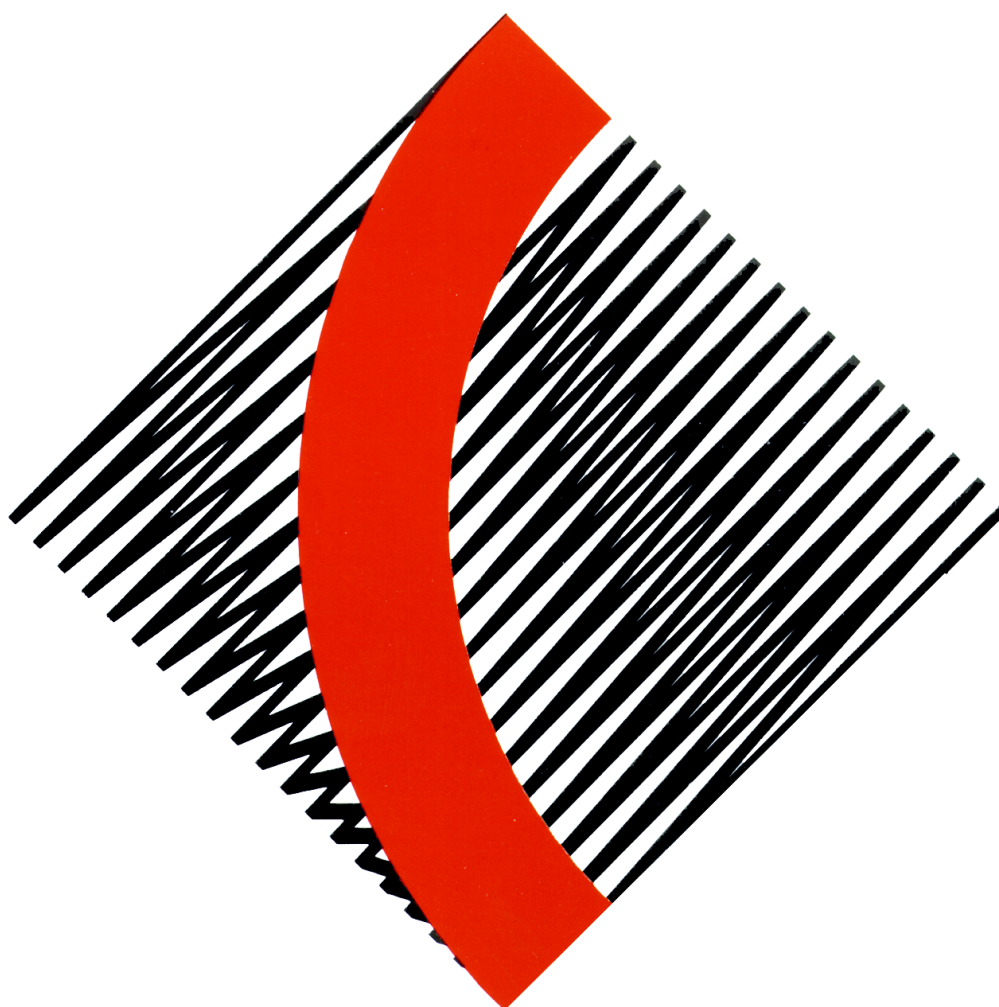


**CHERRYBROOK TECHNOLOGY HIGH SCHOOL
HIGHER SCHOOL CERTIFICATE
ASSESSMENT POLICIES**

Year 12 - 2024



‘IF IT IS TO BE IT IS UP TO ME’

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HIGHER SCHOOL CERTIFICATE ASSESSMENTS

Introduction

This booklet outlines the assessment schedule for the cohort of students at CTHS undertaking the HSC Year 12 in 2024. Dates included are correct at the time of printing, but unforeseen circumstances may result in some changes over the year.

What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about a student's learning. The key purposes of assessment in the Higher School Certificate are to provide information on student achievement and progress in each course in relation to the syllabus standards and to report on the standard of performance attained at the end of the course. The feedback given to students and parents is a valuable source of information on the effectiveness of student work practices and the appropriateness of course selections.

Standards Referenced Assessment

The standards-referenced approach allows students to be assessed and reported against specified standards that are established for each course. A standards-referenced approach is an effective method of providing information to students about what they are expected to learn and the standards against which they will be assessed.

School Assessment Tasks

At the end of the HSC program, schools will provide the NSW Education Standards Authority with a mark for each of the courses studied by each student. These marks will be formed from the performances in the school assessment tasks within each course. The marks will reflect the rank order of students within each course at CTHS. The assessment tasks will be designed to assess components of the syllabus with the required weightings. Guidance will be provided to students in the form of a list of outcomes to be assessed and general marking guidelines if appropriate.

The Preliminary Course Assessment (Year 11)

The Preliminary assessment tasks will not be used in determining the HSC final assessments. However, they will be used to ascertain whether the Preliminary courses have been satisfactorily completed. VET courses will have competencies completed in Year 11 which contribute to the final results.

The internal school assessments and the external HSC examination will carry an equal weighting in the final HSC result.

The School Assessment mark and the HSC Examination mark will be treated as follows:

- The School Assessment mark will be moderated (adjusted) by the examination performance of the school group
- The Moderated School Assessment mark and the HSC Examination mark will be averaged
- The averaged mark will be used to align the student's result to a performance scale
- The average of the assessment mark and examination mark, after alignment to the performance scale, is then reported as the HSC mark.

Types of Assessment Tasks

Assessment programs can include major examinations, topic tests, oral and aural activities, fieldwork, projects, experiments, performances, research tasks and in class tasks.

Teachers will provide advance notice of upcoming tasks (usually 2 weeks) and the nature of the task. Students will be given results for each task. A cumulative rank (position) in each course will be provided at reporting times.

Completing the Assessment Tasks

Students must complete assessment tasks worth more than half a course's total assessment marks.

If not, the student will not have satisfactorily completed the course. This means the course cannot be counted towards the 10 units required for the Higher School Certificate.

Assessment tasks provide a measure of the student's actual achievement. The NSW Education Standards Authority does not compensate students for difficulties in performing or completing assessment tasks, even when they are caused by factors outside their control. However, in the latter case, other arrangements may sometimes be made with the Principal's prior approval. See the process listed.

Student's Responsibilities

Students are expected to complete the tasks which are part of the assessment program. CTHS has a policy concerning tasks that are not completed. Depending on the circumstances, a **zero** mark may be awarded, an extension of time granted or an alternative task set. If an assessment task is not going to be completed or handed in at the scheduled time, it is the student's responsibility to complete the correct process. An appeals process is provided if the student believes they have been unfairly treated.

HSC Examinations

The HSC examinations will assess against the standards of performance by:

- Using a variety of question types
- Setting questions that are clearly worded and structured
- Using marking guidelines that are aligned with performance standards
- Awarding marks that reflect the standard achieved

Eligibility for the HSC Qualification

To be eligible for the HSC certificate students must complete a prescribed pattern of study which includes:

- 8 units of Category A courses
- 6 units from Board Developed Courses
- 2 units of English
- 3 courses of 2 units or greater
- At least 4 different subjects.

At most, seven units of courses in Science can count towards HSC eligibility.

Eligibility for an ATAR

To be eligible to receive an ATAR students must completed a pattern of study which includes:

- 8 units of Category A courses
- 2 units of English
- 3 courses of 2 units or more
- At least 4 different subjects.

Moderation of Assessment Marks

The assessment marks are moderated by the NSW Education Standards Authority to allow fair comparisons of student achievement from different schools. Moderation is achieved by using the HSC examination results from each school to adjust the assessment marks submitted for each course. It is therefore important for all students in every course to strive for their best possible result in the HSC examinations.

How do Tertiary Institutions Treat Assessments?

Tertiary institutions give equal weight to the examination mark and the moderated assessment mark, in working out if students satisfy their entry requirements.

School Review of Assessments

Students, who consider that their placement in the order of merit for any course is not correct, on the basis of feedback on their performance during the course, may seek a school review.

Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in an assessment task.

After students have completed their final HSC examination they are able to access the NSW Education Standards Authority's website via the Student Portal and check if the assessment ranks that were provided to the NSW Education Standards Authority in each course were correct. Students have a right to appeal if it appears that any of these assessment marks are not an accurate reflection of the student's ranking within the course.

The Appeals Process

The Appeals Panel consists of the Deputy Principal and the Head Teacher Stage 6. The panel will consider the written information supplied by the appealing student and the CTHS Assessment Policy.

The panel will make a prompt decision and explain the reasons for the decision to the appellant. The panel is concerned with the assessment process and will not review the teacher's judgements of the worth of a particular task.

Unsatisfactory Progress and Attendance

Poor attendance and unsatisfactory progress are closely linked. Attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes. Where attendance and/or course outcome completion are of concern the student will be notified in writing and a letter will be sent home. This will be the first official warning that the student may be withdrawn from that course if the completion of outcomes do not improve. A second letter of concern will be a final warning and will require a parent/guardian interview. Continued unsatisfactory progress will result in the student being withdrawn from the course. This may result in failure to complete the required courses for the award of the Higher School Certificate.

Day missed = years lost

In extreme circumstances the Principal may expel a student from the school or make a submission to the Director-General recommending the expulsion of a student from the school.

The grounds for expulsion will be 'unsatisfactory participation in learning by a student of post-compulsory age' e.g. a documented pattern of non-satisfactory completion, non-serious attempts to meet course objectives and/or non-compliance with the NSW Education Standards Authority requirements for the award of Higher School Certificate'.

Student Malpractice

Malpractice, or cheating, is dishonest behaviour by a student which gives them an unfair advantage over others. A good education and the HSC, provides a gateway to tertiary studies for students. Cheating in assessment tasks, whether it be HSC related or not, is a serious offence. The school and the NSW Education Standards Authority take cheating very seriously and have strict rules in place to deal with such matters. As a school, we actively discourage any student engaging in dishonest behaviour resulting in an unfair advantage. Detected malpractice can lead to reduced or **ZERO** marks, the loss of one or more courses towards the HSC and damage to the student's ability to apply for entry to TAFE or university courses.

Details of any student malpractice in assessment tasks must be reported to NESA where all information is recorded on the official Malpractice Register.

Managing Assessment Submission Issues Related to Computer Problems

It is the student's responsibility to ensure that appropriate steps have been taken to minimise computer problems. Students should adopt the practice of saving work regularly to the 'Cloud'. All students have a One Drive account to enable this. In the event of a problem with a specific hardware device, students will still be able to access documents from the 'Cloud' at any time and from any device via an internet connection. No consideration will be made for computer problems, including (but not limited to):

- Loss of data
- Failure to print
- Corrupted files, etc

Disability Provisions for Assessment Tasks

Provisions are intended to provide access to HSC exams, not to achieve potential. Provisions aim to ensure that a student with a disability can read the examination questions and communicate their responses to the markers. The achievement of potential is subject to many variables outside the control of NESA, such as teaching, commitment, study and preparation for the exam.

The NSW Education Standards Authority may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent them from:

1. Reading the examination questions, and/or
2. Communicating his or her responses

The application must include: (i) A diagnosis no older than Term 4 of the current year; (ii) An explicit statement indicating how the diagnosis affects the student's ability to learn and complete course work generally and how,

if at all, it affects their ability to complete assessment tasks, including examinations; and (iii) Identify the provisions the student is requesting, supported by evidence dated in the current year. Evidence may include medical reports, educational or cognitive testing results or psychometric testing results. Once NESAs has made a decision regarding whether the provisions are approved or declined, a decision letter will be issued to the student via the school. Please note NESAs will NOT compensate students for difficulties in undertaking courses and/ or preparing for the HSC.

Students seeking to apply for Disability Provisions should discuss the matter with Mr Edinborough (Head Teacher Administration) no later than Week 8, Term 1 2024.

SITUATIONS WHICH MAY ARISE REGARDING TASKS Non-AP Assessment Task Procedures

1. ABSENCE ON THE DAY OF NOTIFICATION OF AN ASSESSMENT TASK

If a student is absent on the day of notification of the task the onus is on the student to find out about the task on their **first day back at school**.

2. LATE ARRIVAL ON THE DAY OF AN ASSESSMENT TASK

School records must show that a student attended **a full day of school on the day of an assessment task**. This is to ensure that no student is advantaged by using school time to work on an assessment task. Failure to attend all classes may result in a **ZERO** mark being given for the task.

3. AT-HOME TASKS

Unless otherwise stated by the teacher, tasks completed at home will be due at the beginning of the first period of the subject on the day determined. Late work will receive a **ZERO** mark unless there is a valid reason.

4. ABSENCE ON THE DAY OF A HAND-IN ASSESSMENT TASK

Use Explanation of Absence Form

If a student is away from school on the day of a hand-in task, it is their responsibility to arrange for the task to be emailed or delivered to the school. This should be accompanied by a completed **Explanation of Absence from an Assessment Task** form and supporting documentation.

If the absence is due to a medical condition that prevented them from completing the task, they must fill in the **Explanation of Absence from an Assessment Task** form and support this with a CTHS medical certificate completed by a medical professional. If the student **is able** to complete the task during their absence, the assessment task is to be submitted on the **first day of their return** to school, with the form attached to the front of the task, to the relevant KLA Head Teacher.

A student who **misses an assessment task** for medical reasons must only use the CTHS Medical Certificate proforma as documentation. This is to be attached to the **Explanation of Absence from an Assessment Task** form.

A copy of the medical certificate must also be provided to the student window.

If the student **is not able** to complete the task, due to the nature of their illness, they must submit the **Explanation of Absence from an Assessment Task** form and appropriate documentation to the KLA Head Teacher on their **first day back at school** and make arrangements in relation to the completion of the task. If the KLA Head Teacher is unavailable the student must report to the Head Teacher Stage 6 and if the Head Teacher Stage 6 is unavailable the student must report to a Mr Edinborough.

5. REQUESTING A LEAVE OF ABSENCE DURING THE SCHOOL TERM

Use Explanation of Absence from an Assessment Task form

Regular attendance at school for every student is essential if students are to achieve their potential and increase their career and life options. Schools in partnership with parents are responsible for promoting the regular attendance of students. Parents must ensure their children who are enrolled at school attend every day the school is open for instruction (NSW Department of Education School Attendance Policy 2020).

Holidays should only be booked during school breaks and students should be at school every day during school term, right from beginning to end. Missing a day here or there may not seem like much, but absences add up. Everyday matters and we are here to support all students in attending and engaging with their learning every day of the term. There's about 200 days in a school year. When your child misses one day a week over a year, that's 40 days of school, 8 weeks of lessons and 2.5 years over their school life lost.



Approval for an Application of **Leave - Travel** will be determined according to the best interests of the student and course cohort, while also ensuring the integrity of the task is maintained. If leave is approved, it is the student's responsibility to complete the appropriate leave application, obtained from the student window and to speak with the relevant Head Teacher KLA prior to the leave about the decision regarding any alternate arrangements deemed appropriate. If a suitable arrangement cannot be found then a **zero mark** will be awarded for any assessment task missed. If leave is not approved and the family decision is to still take leave, a **zero mark** will be awarded for any tasks missed.

6. ABSENCE ON THE DAY OF AN IN-CLASS ASSESSMENT TASK DUE TO ILLNESS OR OTHER UNFORESEEN CIRCUMSTANCES - Use Explanation of Absence from an Assessment Task Form

A student who is absent due to illness or other unforeseen circumstances on the day of an assessment task must complete the **Explanation of Absence from an Assessment Task** form and submit this to the relevant Head Teacher KLA at the beginning of the **first day of return to school**. If for any reason the Head Teacher KLA is unavailable, students must report to the Head Teacher Stage 6 and if she is unavailable for any reason the student must report to a Deputy Principal.

In the case of a medical reason, a student must use the CTHS Medical Certificate proforma as documentation. This is to be attached to the **Explanation of Absence from an Assessment Task** form. Note: A copy of the medical certificate must also be provided to the student window.

On the first day of return to school, students should arrive ready to sit the task. If the reason for the absence is accepted, a substitute task may be given or the Principal may authorise the use of an estimated mark. If a student misses an assessment task without a genuine reason, supported by written evidence, they will be given a **ZERO** mark. Note: A copy of the Medical Certificate must also be provided to the student window.

7. ILLNESS OR MISADVENTURE ON THE DAY OF A NON-AP ASSESSMENT TASK Use Illness or Misadventure Appeal form

If a student feels well enough to do a task, but believes that circumstances occurring immediately prior to the day or on the day of an assessment task may have diminished their performance, they should inform the relevant KLA Head Teacher **prior** to the task. Students may complete an **Illness or Misadventure Appeal** form and hand it to the **HT Stage 6** with the appropriate documentation. For medical reasons a student must use the **CTHS Medical Certificate** proforma as documentation. Illness or Misadventure Forms **must be submitted on the day of the assessment task or on the first day of return to school** following the assessment task to the Head Teacher Stage 6. No Illness or Misadventure Appeal will be considered **after results of the assessment task** have been distributed to students. Note: A copy of the Medical Certificate must also be provided to the student window.

8. WORK ON ASSESSMENT TASKS IN CLASS TIME

Students are not permitted to miss class or use the class time of another subject to complete assessment tasks and/or major works for other courses.

9. SUSPENDED STUDENTS - ASSESSMENTS

If a student is suspended when an assessment task is due they must:

- Not attend school for the duration of your suspension
- Submit school assessment tasks by either email, mail or by delivery to the front Administrative Office (A Block)
- Miss an in-school assessment task for which an alternative task may be given
- It is the student's responsibility to arrange to sit the task upon their return to school, if appropriate.

10. ALL ASSESSMENT TASKS MUST BE ATTEMPTED

Except in exceptional circumstances (e.g. long-term illness) all assessment tasks **must** be attempted. More than **Fifty per cent (50%) of school assessment tasks must be completed** to be eligible for the HSC. If this is not done, the student will be expected to sit tasks (more than 50% of the total assessment tasks) but will receive a **ZERO** mark for the task. The only exception to the rule is when a student has notified the school of a long term illness via the appropriate form found in the assessment booklet or under exceptional circumstances. An Illness/Misadventure form would be lodged in this situation. Late attempts may result in that task not being included in a student's total assessment for that subject, but it will be marked and returned. However, it is expected all students will complete **ALL** assessment tasks as it is important for skill development and feedback.

11. DO YOU HAVE TO DO NON-ASSESSMENT ASSIGNMENTS/TASKS?

Yes! One of the conditions of completing a course satisfactorily is that the student must apply themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school (NSW Education Standards Authority ACE Manual 8019). Class work, homework and assignment work may also be

based on mandatory experiences for the course as described by the Syllabus for that course and as such must be completed satisfactorily.

12. DISABILITY PROVISIONS FOR SCHOOL-BASED ASSESSMENT TASKS

If a student is granted Disability Provisions, **it is their responsibility to request these** provisions for any in-class tasks by completing the Disability Provisions Confirmation Slip found at the bottom of the Assessment Task Notification and returning it no less than 5 school days prior to the task date.

AP Examinations Procedures

1. ABSENCE FROM AN EXAMINATION TASK DURING THE AP3 OR AP4 EXAMINATION PERIOD

Use Illness or Misadventure form

A student who misses an AP examination for any reason must fill in an **Illness or Misadventure** form. This is to be accompanied by a **CTHS Medical Certificate** proforma completed by a medical professional to cover the day/s missed. If the reason was not medical, an explanation supported by appropriate documentation must be provided.

A copy of the medical certificate must also be provided to the student window.

Procedure for Rescheduling an AP Examination - only available to students who submit the appropriate forms

1. **The student** must contact the Head Teacher Stage 6, preferably prior to or on the day of the scheduled examination, to inform them the student will not be doing the examination. Documentation should be provided no later than the next school day after the AP examination period has finished.
2. **The student** will report to the HT Stage 6 on the day or the first day they are well/available with the appropriate documentation **Illness or Misadventure** form and a **CTHS Medical Certificate** (for illness) **OR other appropriate supporting documentation** (for a non-medical reason).
3. The Head Teacher Stage 6 will issue a rescheduled date and time based on the student's **next available free slot within their examination timetable**.

Note:

- AP Examinations may only be resat within the AP Examination Period
- AP examinations will be rescheduled post the advertised date unless special permission is sought by the student from the relevant KLA Head Teacher to undertake a rescheduled examination prior to the advertised date
- A student who knows they will be absent from an examination due to a sporting, family or other reason must see the HT Stage 6 **prior** to the examination period and provide supporting documentation
- Students sitting a rescheduled AP examination should expect to be given an alternate examination paper
- Students will **NOT** have an AP examination rescheduled if they miss an examination for a reason other than what's stated above
- Students must follow the normal procedure by also supplying a copy of any medical certificate to the student window so their attendance can be accurately recorded.

An **Illness or Misadventure** form must be submitted at the time a rescheduled examination is requested.

No appeals will be considered **after the results of an examination have been distributed** to students.

Failure to follow these procedures may result in a **ZERO** mark being awarded for the examination.

Students who re-schedule an examination should expect to sit an **alternate paper**.

2. ILLNESS OR MISADVENTURE ON THE DAY OF AN AP EXAMINATION

Use Illness or Misadventure Appeal form

If a student feels well enough to do an examination, but believes that circumstances occurring immediately prior or on the day of an examination may have diminished their performance, they should inform the Head Teacher Stage 6 **prior** to or immediately after the task. Students may complete an **Illness or Misadventure Appeal** form and hand it to the **HT Stage 6** with the appropriate documentation. For medical reasons, a student must use the **CTHS Medical Certificate** proforma as documentation. Illness or Misadventure Forms **must be submitted on the day of the re-scheduled examination or on the first day of return to school, whichever comes first**. No Illness/Misadventure Appeal will be considered after results of the assessment task have been distributed to students.

A copy of the medical certificate must also be provided to the student window.

3. DISABILITY PROVISIONS FOR AP EXAMINATIONS

Students must apply for Disability Provisions via the HT Administration where a form and appropriate medical documentation need to be provided by Week 8, Term 1, 2024.

Other Issues

1. REQUESTING LEAVE DURING AN AP EXAMINATION PERIOD

Should an application for leave be submitted encompassing:

- a. Formal assessment periods
- b. Mandatory activities, including Crossroads

Leave will be declined for the duration of these activities.

2. LONG TERM ILLNESS - Use Notification of Long Term Illness Form

There is **no provision for students who have lost preparation time** due to a long term illness (such as glandular fever, asthma, chronic fatigue syndrome). Chronic illness is not in itself an acceptable reason for requesting special consideration. However, you should notify the Head Teacher Stage 6 of any long term condition that may affect your assessment tasks via the Notification of Long Term Illness Form.

3. QUERYING THE RESULT OF AN ASSESSMENT TASK

If, on the return of an assessment task, a student needs clarification of an assessment result, it is their responsibility to discuss their concern with the subject teacher or relevant KLA HT at the time the paper is returned. If the matter cannot be resolved, it can be referred to the Head Teacher Stage 6. A teacher's professional judgement cannot be questioned.

If a student doesn't raise any issues with their examination paper immediately after it has been returned there is no recourse for a student to do so at a later date.

4. DISHONESTY/MALPRACTICE

Proven dishonesty/malpractice may result in a **ZERO** mark for the assessment task. Honest and ethical practice is clearly outlined in the modules of work completed in the HSC: 'All My Own Work' program. These modules include aspects such as plagiarism, copying another student's work, sharing work with other students, acknowledging sources appropriately, cheating and copyright issues.

Students found to have made any change to the responses or allocated mark will be considered to have engaged in malpractice and will receive a **ZERO** mark for the examination paper.

A breach of examination rules includes students who conceal notes on their person taken into an examination room or any electronic devices as specified by NESAs, such as mobile phones and smart watches of any description. Any student who is suspected of a breach of examination rules or malpractice will be thoroughly investigated by the appropriate invigilator. Serious and deliberate acts of malpractice amount to corrupt conduct, and where appropriate the school will report matters to NESAs for recording on the official Malpractice Register.

The school is using third party proprietary software for all online submissions.



2024 EXPLANATION OF ABSENCE FROM AN ASSESSMENT TASK FORM
(for all NON-AP assessment tasks)

Take this form to the KLA HT who will render a decision about your missed assessment task, then forward it to the HT Stage 6.

Note: failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

A copy of the medical certificate must also be provided to the student window.

Student's name: _____ Date: _____

Course name: _____ Teacher: _____

Date of assessment task: _____ Year: 11 12

Assessment task details - **attach a copy of the assessment notification to this form**

Students must explain the reason for absence from the assessment task: (evidence should be attached to this form). **DO NOT LEAVE BLANK.**

Student's signature: _____

Parent's signature: _____

Take this form to the Head Teacher KLA

For Office Use Only

Was this Assessment Task rescheduled? Yes No

Head Teacher KLA Decision:

Date: _____

Date student informed: _____

Please return completed form to Head Teacher Stage 6



2024 ILLNESS OR MISADVENTURE FORM

A student who believes that circumstances occurring immediately prior to or on the day of a non-AP assessment task or AP examination, which were beyond their control, leading to a possible diminished result in the task, should complete this form and give it to the **Head Teacher Stage 6, no later than the next school day after the AP examination or BEFORE the marks of an assessment task have been returned.**

A copy of the medical certificate must also be provided to the student window.

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

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

Note: Failure to fully complete this form or provide necessary detail and supporting documentation will result in an application being declined.

Student's name: _____		Year: <input type="checkbox"/> 11 <input type="checkbox"/> 12
Name of Assessment task/s or AP examination affected: _____		
Original date of assessment task/s or AP examination: _____		
Attach a copy of the assessment notification for a non-AP assessment task		
Students must describe how the illness or misadventure suffered has affected their performance in the assessment task or AP examination. Attach independent evidence of the illness or misadventure (CTHS Medical Certificate, counsellor report etc. If the space below is not adequate please use the reverse). DO NOT LEAVE BLANK.		

Was the task attempted/on the original date?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was the task rescheduled?	<input type="checkbox"/> Yes <input type="checkbox"/> No	What was the rescheduled date? _____
Did you notify a teacher that you were submitting an Illness or Misadventure Form immediately prior to, or during the task?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If 'Yes' then who? _____
Student's signature: _____	Date: _____	
Parent's signature: _____	Date: _____	
Please submit this application to the Head Teacher, Stage 6 no later than one day after the assessment task or AP exam period had ended.		
For Office Use Only		
Date submitted: _____	Received by: _____	
Assessment Committee Decision:		



2024 NOTIFICATION OF LONG TERM ILLNESS
To be lodged with the **Head Teacher Stage 6**

Student's name: _____ Year: 11 12

Date: _____

Long term illness (brief description of illness):

Attached a copy of your medical diagnosis and medical action plan

Student's signature: _____

Parent's signature: _____



Cherrybrook Technology High School
28 - 44 Purchase Rd Cherrybrook 2126
Ph: 9484 2144

MEDICAL CERTIFICATE

Doctor's name:.....Date:

Address:

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

The patient is suffering from
(diagnosis provided with patient's consent where possible)

Is suffering from a medical condition of a confidential nature.

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

	In minor way	Moderately	Severely
CLASS ATTENDANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITTEN ASSIGNMENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRACTICAL ASSIGNMENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRIVATE STUDY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the period: to.....

EXAMINATIONS: The student is unable to sit for examinations on:.....

OTHER REMARKS:.....

.....
.....

.....
Signature of medical practitioner

Doctor stamp (include provider number)

SENIOR FLEXIBLE TIMETABLES

Students in Year 12 may be eligible for a Senior Study Leave Pass which allows them to start late or finish early on certain days where they meet certain criteria.

Eligibility Criteria for a Senior Study Leave Pass

All senior students are automatically eligible for a study period on Tuesday period 6, therefore, no formal application for a Senior Study Leave Pass is required for this particular day and time. In addition to this, students may be deemed eligible for a Senior Study Leave Pass for any day in which their timetable shows study periods for:

- Period 1 **OR**
- Periods 1 **and** 2 **OR**
- Periods 3 **and** 4 **OR**
- Periods 5 **and** 6 **OR**
- Period 6
- Students must have a proven record of regular attendance to all lessons

Please note - A Senior Study Leave Pass will **NOT** be provided for study periods in the **middle of the day** ie periods 3 or 4 and therefore students are expected and required to stay on the school grounds, either in the library study area or the senior study room to undertake homework and/or course work revision. Flexible timetables only apply to those who meet the above stated criteria.

Study Leave Pass Rules

- Students are granted this privilege at the discretion of the Deputy Principal and there is an expectation students, at the time of application, have a proven record of regular attendance at school and to their lessons
- Students must apply to the Deputy Principal in the manner stated below to take advantage of this privilege. It is **NOT** automatically granted. Each time a student's timetable changes due to the withdrawal of subjects, it is the student's responsible to re-apply to have their Senior Study Leave Pass amended.
- Students must carry their Senior Study Leave Pass on their person at all times during school days, failure to do so will suspend the permission to leave the school at the times indicated on the pass for any day the student doesn't have the pass
- Students must, when requested by school staff or Police, present their Senior Study Leave Pass to prove they are eligible to leave the school premises. Failure to present the Senior Study Leave Pass is a breach of school rules and the student will be subject to the School Discipline Code.

Senior Study Leave Pass Application Procedure

1. Students can only apply for a Senior Study Leave Pass once their dropped subjects have been removed from their timetable
2. A link to a Google application form will be emailed to parents/carers
3. Parents/carers to complete and approve the Senior Study Leave Pass Google application form
4. Students must then submit their **updated timetable** to Mrs Gatt
5. Applications are accepted twice per term **only**.

NOTE: Senior Study Leave Pass applications are due to the Deputy **Week 2** and **Week 7** of each term. The request will be considered and the paperwork processed. Once a Senior Study Leave Pass is given to students they may then come late and leave early by signing in or out.

If a student arrives late with a study period, they scan in before the beginning of their first timetabled period. If a student has a study period as the last period/s in the day before the scheduled finish time for Year 12, they sign out via the finger scanner.

Students who have periods 3 and 4 as study periods must scan out via the finger scanner, but must sign back into school via the student window.

If a request to withdraw from a subject has been submitted to Miss Adamou, please wait until this has been processed before the application for a Senior Study Leave Pass is submitted.

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TAFE - Delivered Vocational Education and Training (TVET) Students

Coordinator

The TVET Program at CTHS is managed and coordinated by Mrs Franchesca Arroyo, Careers Adviser. All applications, attendance, course requirements and work placements are to be forwarded to her.

Attendance

Students who are accepted into a TVET course are required to commit themselves for the whole course and should be aware they may miss some school lessons in order to meet their commitments with TAFE. It is the student's responsibility to liaise with their school teachers and catch up any classes missed whilst attending their TVET course. Please note, TAFE classes will still run on pupil free days.

Regular attendance is a requirement for the successful completion of all TVET courses and students must be prepared to attend all lessons, even during exam periods, school development days, sports carnivals, etc. An Absence Form must be completed for **every** full or partial absence from a TAFE class. If a student is absent due to illness, a medical certificate must be provided. This form must be returned to the TVET Coordinator, Mrs Arroyo, rather than the TAFE teacher.

If a student needs to arrive late or leave TAFE early, a note signed by parents, must be authorised by the TVET Coordinator, then given to the TAFE teacher on the day.

Students will be given a TAFE pass at the beginning of their course which allows them to leave class at a designated time to attend TAFE. Students must keep this card on their person as they are expected to show this pass to any teacher who asks to see it. Without this card, students may not be given permission to leave class. If a pass is lost, students are required to seek a replacement card from the TVET Coordinator urgently.

If a student arrives late to school they are required to indicate to staff at the student window that they are a TAFE student, which will ensure accurate attendance records.

Students who have a school assessment task or AP examination which clashes with their TAFE class, must see the TVET Coordinator prior to the date, to complete a TAFE Absence Form. Students are required to present themselves to school assessment tasks and AP examinations on the advertised date and time.

Behaviour and Course Completion Criteria

Students are required to apply diligence, sustained effort and appropriate behaviour at TAFE. If there are concerns, TAFE will issue an official warning letter detailing what is required to satisfactorily complete the course of study. This letter will be mailed to parents. The school will also be notified and the TVET Coordinator will meet with the student. If after two official letters of warning are issued and then required improvements are not made, the student will be issued with an 'N' Determination. This will mean that the student is unable to include the TVET course as units of study towards the Preliminary or HSC year.

Uniform

It is a school requirement students attend their classes in full school uniform. If a TVET course requires specific dress standards, such as protective clothing, then students can get changed at TAFE making sure they also arrive on time to class.

Work Experience

Year 11 students wishing to undertake work experience during their Preliminary year of study, must complete an application form, obtained from a Careers Advisor. They must ensure their work experience does **NOT** clash with one or more assessments tasks. They must also understand, they bear the responsibility of catching up on any missed work. Work experience can be approved during all vacation periods, except January.

TVET Student Absence Notification

Instructions

Students are to complete the form below and **return to Mrs Arroyo within 24 hours**. A Medical Certificate must be attached when absent for illness. Tick the college coordinator.

	TVET College Coordinator at:	
College:	<input type="checkbox"/> Hornsby <input type="checkbox"/> Meadowbank <input type="checkbox"/> Castle Hill <input type="checkbox"/> Other _____	<input type="checkbox"/> St Leonards <input type="checkbox"/> Bradfield College <input type="checkbox"/> Ryde
From:	TVET School Coordinator Franchesca Arroyo Email: franchisesca.tenedora3@det.nsw.edu.au Tel: 9484 2144	
School:	Cherrybrook Technology High School	

Student's Details - To be completed by student and parent	
Student's Name:	
Year:	<input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/> Year 12
Course:	
Date:	was / is / will be absent on:
Due to: (must have Doctor's Medical Certificate if sick)	<input type="checkbox"/> Medical Certificate is attached (if applicable)
Signatures:	Student: Date: Parent: Date:
School TVET Contact:	Mrs Franchesca Arroyo
Signature: Date:	

EXAMINATION ADVICE FOR ASSESSMENT PERIOD EXAMINATIONS

Please Note the Following:

Arrival

- Arrive at least five minutes before exams. Relax. Ready yourself.

Reading Time

- Reading time is for reading. Complete Attendance Slip when instructed.
- **NO writing or highlighting may be undertaken during reading time. A staff member will advise you when you may use a pen.**

Written Examination Venue

- Please **check the school examination timetable** to determine where your exam will be held (usually the MPC, or rooms in A Block or B Block).

Lateness to Examinations

- Students may be admitted up to one hour after a written examination has started, dependent upon circumstances. Students are not allowed to leave early from an examination.

Disability Provisions Granted for Examinations

- These cannot be granted by CTHS as they are approved by the NSW Education Standards Authority. Applications for Disability Provisions must be directed to the HT Administration.

Conduct During the Examinations

- **Full school uniform must be worn to every exam.** Names of students out of uniform will be recorded but no 'Out of Uniform' slip will be issued. Students must expect to be asked by teachers on exam duty to demonstrate they are wearing full school uniform if this cannot be easily ascertained. Students are to present themselves to E2.3 the first day back after the AP period has finished to complete their uniform detention.

*You must become familiar with the sections of the **HSC Rules and procedures for the Higher School Certificate Candidates' Booklet** that relates to examination conduct. This booklet provides the expectation of students' behaviour in exams at CTHS.*

You Must NOT:

- Wear a programmable or smart watch, eg an Apple Watch, into the examination room
- Have your mobile phone with you in any examination. **It must be in your bag and turned off. Please note, for the HSC NO MOBILE PHONES ARE ALLOWED INTO THE EXAMINATION ROOM**
- Have any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads, etc.), music players or electronic dictionaries.
- **Wear a wrist watch in the exams** - they must be placed in a clear plastic bag that is located on the floor underneath the examination table. No plastic wristbands are permitted in any exam room
- Speak to any person other than a supervisor during an examination
- Behave in any way likely to disturb the work of any other student, or upset the conduct of the examination
- Attend an examination while under the influence of alcohol or illegal drugs
- Take into the examination room, or refer to during the examination, any books or notes, the examination timetable, any paper, or any equipment other than the equipment listed in this document
- Smoke in and around the school grounds
- Eat in the examination room except as approved by the presiding officer, e.g. for diabetic students. The only food/liquid you are permitted is water and it must be in a clear plastic bottle
- Take any writing booklets, whether used or not, from the examination room. Examination question papers may not be removed at the end of the examination
- Use liquid paper
- Take into the examination room anything other than a clear (no colour) see through pencil case or plastic bag for your equipment.

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Student Identification

- Students must place their **School ID Card** on the desk in the examination room.

Failure to follow these procedures may result in a 'zero' being awarded for the exam

A reminder, parents must follow NSW Department of Education and CTHS Policy when entering school grounds by only presenting to the Front Office. Parents are not allowed to approach examination rooms.

Student Absences from an Exam

- Refer to [Page 8](#)

Examination Equipment

- It is the student's responsibility to attend an examination with the necessary equipment, the school is unable to loan equipment
- only use a **BLACK** pen is permitted
- erasable pens are not allowed to be used
- You may only take the equipment listed for particular examinations into the examination room. No other equipment is allowed
- Any equipment brought into the examination room will be subject to inspection before and during the examination
- It is the student's responsibility to supply equipment that is in good working order. This includes calculators
- Equipment failure is not grounds for an appeal under misadventure provisions
- Supervisors will not be responsible for the safekeeping of any unauthorised material.

Equipment for all Examinations

- You are expected to provide your own pens, pencils, erasers and a ruler marked in millimetres and centimetres, for all examinations. **These are only allowed to be enclosed in a clear (no colour) pencil case, or clear (no colour) plastic bag.**
- You may use a pencil sharpener and/or highlighter pen.

The following list shows the examinations for which you are to bring specific equipment, as there may be some examination questions that require the use of this equipment. If an item is listed as optional, it means that there will be no examination questions for which the item is essential. But you may bring and use it if you wish.

All equipment you bring is subject to inspection on entry. Make sure any equipment you are allowed to bring, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.

Equipment for Specific Examinations

This list details specific equipment that students are expected to bring for particular examinations. Only those examinations that require specific equipment are listed.

Agriculture	<ul style="list-style-type: none">• NESAs-approved calculators
Automotive (VET)	<ul style="list-style-type: none">• NESAs-approved calculators
Biology	<ul style="list-style-type: none">• NESAs-approved calculators
Business Studies	<ul style="list-style-type: none">• NESAs-approved calculators
Chemistry	<ul style="list-style-type: none">• NESAs-approved calculators
Earth and Environmental Science	<ul style="list-style-type: none">• NESAs-approved calculators• Pair of compasses• Protractor• Set squares
Economics	<ul style="list-style-type: none">• NESAs-approved calculators

Engineering Studies	<ul style="list-style-type: none"> • NESA-approved calculators • Pair of compasses • Protractor • Set squares • Circle templates • Isometric/ellipse templates
Geography	<ul style="list-style-type: none"> • NESA-approved calculators • Pair of dividers • Pair of compasses • Protractor • Coloured pencils and/or coloured felt pens • (Optional) a hand-held magnifying glass • (Optional) a piece of string or thread for measuring
Hospitality (VET)	<ul style="list-style-type: none"> • NESA-approved calculators
Industrial Technology	<ul style="list-style-type: none"> • NESA-approved calculators • Pair of compasses • Protractor • Set squares
Information and Digital Technology (VET)	<ul style="list-style-type: none"> • NESA-approved calculators
Information Processes and Technology	<ul style="list-style-type: none"> • Please note that calculators are NOT permitted.
Investigating Science	<ul style="list-style-type: none"> • NESA-approved calculators
Languages	Unannotated monolingual and/or bilingual print dictionaries may be used in Latin exams, as well as all Beginners, Continuers, [Language] in Context, [Language] and Literature and Extension courses in modern languages. No dictionaries may be used in classical Greek or classical Hebrew exams. Digital dictionaries are not permitted.
Mathematics Standard 1, Mathematics Standard 2	<ul style="list-style-type: none"> • NESA-approved calculators • Ruler
Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2	<ul style="list-style-type: none"> • NESA-approved calculators • Ruler
Physics	<ul style="list-style-type: none"> • NESA-approved calculators • Pair of compasses • Protractor • Set squares
Science Extension	<ul style="list-style-type: none"> • NESA-approved calculators • A desktop or laptop computer with the lockdown browser pre-installed • Headphones (wired) to listen to audio stimulus for questions • A physical keyboard (wired or wireless) • A pointing device such as a mouse for navigation <p>Your presiding officer can provide you with blank working paper</p>
Software Design and Development	<ul style="list-style-type: none"> • Please note that calculators are NOT permitted.

View a list of NSW Education Standards Authority (NESA)-approved calculators below:

Approved: September 2020

NESA provides an approved calculator list for the purpose of ensuring the fairness and integrity of examinations.

NESA approved calculators can be used in some examinations. Examinations for which students are permitted to use an approved calculator are listed above.

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The calculators in the table below are referred to as 'scientific' calculators and are approved for use in 2024. These calculators meet the requirements as listed below under calculator features.

Candidates are expected to familiarise themselves with a calculator's operation before the examination. Instruction booklets or cards (eg. reference cards) on the operation of calculators are NOT permitted in the examination room.

Calculators must have been switched off/reset for entry into the examination room.

NESA-approved scientific calculator list (2024 HSC)	
Brand	Model
ABACUS	SX-II MATRIX a
ABACUS	SX-II MATRIX n
CANON	F717SGA
CASIO	fx-82AU
CASIO	fx-82AU PLUS
CASIO	fx-82AU PLUS II 1 st or 2 nd Edition
CASIO	fx-85MS
CASIO	fx-100AU
CASIO	fx-100AU PLUS 1 st or 2 nd Edition
CASIO	fx-350MS
Brand	Model
HEWLETT-PACKARD	HP10S
HEWLETT-PACKARD	HP10S+
HEWLETT-PACKARD	HP300S+
JASTEK	JasCS1
JASTEK	JasCS EVO
JASTEK	JasCS2 EVO
RSB	FB 350MS
Scholar	SC-250MX
SHARP	EL-531TH
Brand	Model
SHARP	EL-531VH
SHARP	EL-531WH
SHARP	EL-531X
SHARP	EL-531XH
SHARP	EL-W531HA
SHARP	EL-W532TH
SHARP	EL-W532XH
Texas Instruments	TI-30XB MultiView

NESA-approved scientific calculator list (2024 HSC)	
Brand	Model
Texas Instruments	TI-30X Plus MathPrint

Accessible Calculators

The following accessible calculators have been approved for use in examinations by students with low vision or vision impairment.

NESA-approved accessible scientific calculator list (2024 HSC)	
Brand	Model
SciPlus	SciPlus -2200
SciPlus	SciPlus -2300*
Texas Instruments	Orion TI-30XS Multiview*

*Students wishing to use the speech output function of these calculators will be required to apply through NESA's HSC Disability Provisions program, please see Mr Edinborough.

Students who are unable to use the accessible scientific calculators listed above, may apply to NESA's HSC Disability Provisions program to use an appropriate alternative.

Features of Approved Calculators

In addition to the features commonly available on calculators, the NESA-approved scientific calculators can typically:

- Calculate in scientific notation: EXP or $\times 10^x$
- Calculate powers and roots: x^2 and \sqrt{x} ; x^3 and $\sqrt[3]{x}$; x^n and $\sqrt[n]{x}$
- Calculate reciprocals: x^{-1} or $\frac{1}{x}$
- Evaluate logarithms and exponentials: $\ln x$ and e^x ; $\log_{10} x$ and 10^x
- Calculate trigonometric and inverse trigonometric values: $\sin x$, $\cos x$, $\tan x$, $\sin^{-1}x$, $\cos^{-1}x$ and $\tan^{-1}x$
- Calculate permutations and combinations: ${}^n P_r$ and ${}^n C_r$
- Convert between polar and Cartesian form
- Perform basic statistical operation to obtain measures such as mean, median lower and upper quartiles and standard deviation
- Perform linear regression.

Calculator Features that are not Permitted

A NESA approved calculator may NOT:

- Be programmable (a calculator is considered programmable if it can have a sequence of steps entered by the user, and then stored to be executed by the calculator)
- Have graphing capability (A calculator with graphing capability is able to graph data or store, manipulate and graph functions)
- Have computer algebraic system (CAS) functionality. This functionality includes:
 - Differentiation and integration, and the solution of equations
 - Symbolic manipulation such as addition of algebraic expressions and binomial expansion
- Have inbuilt financial functions such as for the calculation of depreciation, annuities, simple and compound interest and break-even point.

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ENGLISH
English EAL/D
Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4	Task 5
Timing		Term 4, 2023 Week 10	Term 1	Term 1	Term 2	Term 3
Type of Task		Reading & writing	AP3 Extended response	Multimodal Including listening	Viewing & Responding	Trial HSC Formal written examination
Outcomes						
Module		A: Texts & Human Experiences	A: Texts & Human Experiences	B: Language, Identity & Culture	C: Close Study of Text	All modules examined including listening exam
Prescribed Text		Past the Shallows	Past the Shallows	Contemporary Asian Australian Poets	Wasteland	All texts will be examined
		15		20	15	20
Focus on Writing		5		10	10	5
Total		20		30	25	25

English as an additional language or dialect (EAL/D) Eligibility Declaration

Information and Declaration Form

Entry requirements for the HSC English EAL/D course

The English EAL/D course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for five years or less prior to commencing the Year 11 course. This includes Aboriginal and Torres Strait Islander students from remote Indigenous communities where Standard Australian English is not the language of instruction.

The onus is on students to provide evidence of their previous schooling.

In order to apply the above criterion, the principal must determine the main language of instruction at previous schools attended by the student.

An English EAL/D Eligibility Declaration must be completed (by the school and the student) for any student seeking entry to the course. This form is kept by the principal.

For a student who has had a substantially interrupted education, approval may be sought to extend the period of instruction in English to six years or less. The **principal is required to send a submission**, including the completed declaration form to NESAs, providing evidence of the student's individual circumstances.

English as an additional language or dialect (EAL/D) Eligibility Declaration

Stage 6 English EAL/D student submission

Student Number:

Student's Name: _____

School / Institute: _____

Section 1: School background

Write the required information in the columns below. FILL IN ALL THE BLANKS. If you did not attend school in any of these years, indicate by writing the word 'none' in the column. Principals should sight evidence from the student to support the information given on this form. This evidence could include certificates, school reports or letters from the student's overseas schools.

School year	Name of school attended	Country in which school was attended	Language(s) of instruction? <i>(If more than one language, please indicate percentage of each)</i>
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
K			

Section 2: Student declaration

Please check carefully all the information you have provided before you sign this statement.

I declare that I have checked the information provided in Section 1 and certify these details are correct.

Student's Name: _____

Student's Signature: _____ Date: ___/___/___

English Standard Assessment Schedule 2024

Schedule of Assessment Tasks and Mandatory Tasks

Mandatory Tasks are compulsory tasks that demonstrate to your teacher you are working consistently and effectively throughout the course. They do not contribute to your assessment mark or ranking. However, failure to complete these tasks by the required date will initiate the N-Award/Determination process and you will receive a warning letter about the danger of not meeting course requirements.

The times and dates for these Mandatory Tasks may vary, but you will be notified well in advance of any changes.

		Assessment Schedule	Mandatory Tasks (not assessable)
Term 4, 2023	Week 9	Task 1 - Texts & Human Experiences: Multimodal presentation 20%	
	Week 10		Module C: 3 narrative pieces, rough draft from creative workbooks
Term 1	Week 1		Texts & Human Experiences: Half essay due on prescribed text
	Week 5		Module A: Full practice essay due
	Weeks 8-10	Task 2 - AP3 Task: Two-hour exam with short answer questions & an extended response based on Texts & Human Experiences & extended response based on Module A 20%	
Term 2	Week 1		Module C: Submit creative piece inspired by a Module C text (character/setting/idea) with annotations (500-600 words)
	Week 2		
	Week 5	Task 3 - Module C: Hand in portfolio due 25%	
	Week 8		Module B: Half essay due on prescribed text
	Week 10	Task 4 - Module B: 40 minutes in-class task based on Module B 15%	
Term 3	Weeks 3-5	Task 5 - AP4 Examination: HSC-style paper based on all the modules 20%	

English Advanced Assessment Schedule 2024

Schedule of Assessment Tasks and Mandatory Tasks

Mandatory Tasks are compulsory tasks that demonstrate to your teacher you are working consistently and effectively throughout the course. They do not contribute to your assessment mark or ranking. However, failure to complete these tasks by the required date will initiate the N-Award/Determination process and you will receive a warning letter about the danger of not meeting course requirements.

The times and dates for these Mandatory Tasks may vary, but you will be notified well in advance of any changes.

		Assessment Schedule	Mandatory Tasks (not assessable)
Term 4, 2023	Week 5		Module C: 3 narrative proposals
	Week 9	Task 1 - Texts & Human Experiences: Multimodal presentation 20%	
	Week 10		Texts & Human Experiences: Full practice essay due
Term 1	Week 1		Module C: First draft of narrative
	Week 7		Module B: Full practice essay due
	Week 8	Task 2 - AP3 Task: Two-hour exam with short answer questions & an extended response based on Texts & Human Experiences & extended response based on Module A 25%	
	Week 10		Module C: Viva Voce
Term 2	Week 5	Task 3 - Module C: Hand in portfolio due 25%	
	Week 8		Module A: Full practice essay due
	Week 10	Task 4 - 40 minute in-class task based on Module A 15%	
Term 3	Week 4	Task 5 - AP4 Examination: HSC style paper based on the Common Module. Modules A, B and C 20%	

English Extension 1 Assessment Schedule 2024

Schedule of Assessment Tasks and Mandatory Tasks

Mandatory Tasks are compulsory tasks that demonstrate to your teacher you are working consistently and effectively throughout the course. They do not contribute to your assessment mark or ranking. However, failure to complete these tasks by the required date will initiate the N-Award/Determination process and you will receive a warning letter about your danger of not meeting course requirements.

The times and dates for these Mandatory Tasks are suggestions and designed to give you an idea about what your year will look like. See your individual class teacher for final due dates.

		Assessment Schedule	Mandatory Tasks (not assessable)
Term 4, 2023	Week 10		Prescribed Text 1: Formative critical response due
Term 1	Week 9	Task 1 - AP3 Task: Multimodal presentation due. Presentations will occur during the AP3 examination period 25%	
	Week 11		Prescribed Text 2: Formative critical response due
Term 2	Week 3		Creative Writing: Formative creative response due
	Week 8		Prescribed Text 3: Formative critical response due
	Week 10	Task 2 - Portfolio: Hand in portfolio consisting of critical, creative and reflective responses 35%	
Term 3	Week 1		All texts: Formative creative and critical responses due
	Week 3	Task 3 - AP4 Examination: HSC-style examination paper based on all prescribed texts 40%	

English Extension 2 Assessment Schedule 2024

Objective 1: Skills in extensive independent investigation

Objective 2: Skills in sustained composition.

Tasks	Components		Weighting	Date
	Objective 1	Objective 2	Total	
Viva Voce addressing the proposal for the Major Work*	10	5	15	Term 1, Week 3
Literature Review - an evaluation of the core literature & the influence on the Major Work*	10	5	15	Term 2, Week 2
Critique of the Creative Process - an evaluation of how the revising and editing stages of the composition process*	10	10	20	Term 2, Week 9
Total	30	20	50	

*The Journal MUST be submitted with all assessment tasks.

Compulsory Submissions for Feedback:

Term 4, Week 9: Initial Proposal and draft writing to be presented at Ext 2 Breakfast

Term 1, Day 1: Submission of first full draft*

Term 2, Day 1: Submission of second full draft*

*It is expected that you will regularly revise and rework aspects of your Major Works all the way through until the final submission date.

MATHEMATICS Assessment Schedule 2024

Assessment Requirements	
Mathematics Standard 1	Grade (A-E) A single mark out of 100 (optional HSC Examination)
Mathematics Standard 2	A single mark out of 100
Mathematics Advanced	A single mark out of 100
Mathematics Extension 1	A single mark out of 100 (MTH Component) A single mark out of 50 (EXT1 Component)
Mathematics Extension 2	A single mark out of 100 (EXT1 Component) A single mark out of 100 (EXT2 Component)

The assessment procedures will follow the guidelines set out by the school and a number of measures will be used to ensure a reliable indication of the relative achievement of the students.

The assessment will enable a wide range of syllabus objectives to be measured and these measures are to be obtained throughout the course rather than at a single external examination.

Teachers will assess your achievement through formal assessment tasks, outlined on the following pages, and informal class tasks and observation.

An assessment ranking will be recorded on your reports and an exam mark with a mean for each course. This exam mark will indicate achievement within the relevant course(s) being studied.

Please note:

Students will be required to change level [EXT 2 to EXT 1, EXT 1 to MTA, MTA to Standard] in the case of any of the following:

- They are not of a satisfactory standard to cope with the level they are attempting
- They are not satisfying the outcomes of the course
- Their attitude, effort, or performance is not satisfactory.

These changes are to maximise the outcome for the student in the HSC.

Mathematics Standard Assessment Schedule 2024

Year 11 and Year 12 Course:

The Year 11 and Year 12 Course will both be based on the following components, weights and tasks.

Assessment Components	Description	Weighting %	Tasks will include a selection from
Understanding, fluency & communication	Use of concepts, skills & techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50	<ul style="list-style-type: none"> • Examination-style questions • Assignments • Oral or written reports • Practical investigations or projects • Students' written explanation of problem solutions • Practical tasks eg. measurement activities • Samples of students' work
Problem solving, reasoning & justification	Application of reasoning & communication in appropriate forms to construct mathematical arguments and to interpret & use mathematical models	50	
Marks		100	

In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination.

To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements **and** complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included.

All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

Mathematics Standard Objectives:

Students will develop:

- Appreciation of the relevance of mathematics
- The ability to apply mathematical skills and techniques to interpret practical situations
- The ability to communicate mathematics in written and/or verbal form
- Skills, knowledge and understanding in:
 - Algebra
 - Measurement
 - Financial Mathematics
 - Statistical Analysis
 - Networks

[Note: not all content areas will be graded in each semester]

Mathematics Standard 1 Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 7, 2023	Term 1 Weeks 9-11	Term 2 Week 7	Term 3 Weeks 3-5
Type of Task		Assignment	AP3 Task	Assignment	AP4 Task
Outcomes		MS1-12-1 MS1-12-2 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-8 MS1-12-10	All
Understanding, fluency & communication	50	10	10	15	15
Problem solving, reasoning & justification	50	10	10	15	15
Total	100	20	20	30	30

Mathematics Standard Outcomes from the Year 11 Course

- MS11-1 Uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 Represents information in symbolic, graphical and tabular form
- MS11-3 Solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 Performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5 Models relevant financial situations using appropriate tools
- MS11-6 Makes predictions about everyday situations based on simple mathematical models
- MS11-7 Develops and carries out simple statistical processes to answer questions posed
- MS11-8 Solves probability problems involving multistage events
- MS11-9 Uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 Justifies a response to a given problem using appropriate mathematical terminology and/or calculations.

Mathematics Standard 1 Outcomes for the Year 12 Course

- 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 Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 7	Term 1 Weeks 9-11	Term 2 Week 7	Term 3 Weeks 3-5
Type of Task		In-class Test	AP3 Task	In-class Test	AP4 Examination
Outcomes		MS2-12-1 MS2-12-6 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-4 MS2-12-7 MS2-12-8	MS2-12-8 MS2-12-9 MS2-12-10	All
Understanding, fluency & communication	50	10	15	10	15
Problem solving, reasoning & justification	50	10	10	15	15
Total	100	20	25	25	30

Mathematics Standard Outcomes from the Year 11 Course

- MS11-1 Uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 Represents information in symbolic, graphical and tabular form
- MS11-3 Solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 Performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5 Models relevant financial situations using appropriate tools
- MS11-6 Makes predictions about everyday situations based on simple mathematical models
- MS11-7 Develops and carries out simple statistical processes to answer questions posed
- MS11-8 Solves probability problems involving multistage events
- MS11-9 Uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 Justifies a response to a given problem using appropriate mathematical terminology and/or calculations.

Mathematics Standard 2 Outcomes for the Year 12 Course

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

Mathematics and Mathematics Extension 1 & 2 Assessment Schedule 2024

Year 11 and Year 12 Course:

The Year 11 and Year 12 Course will both be based on the following components, weights and tasks.
For Mathematics Extension 1 (1 unit only students) the weighting is 50% of those indicated.
Up to 20% of the internal assessment in Mathematics may be based on material from the Year 11 course.
Up to 20% of the internal assessment in Mathematics Extension 1 may be based on the Year 11 course.

Assessment Components	Description	Weighting %	Tasks will include a selection from
Understanding, fluency & communication	Use of concepts, skills & techniques to solve mathematical problems in a wide range of theoretical & practical contexts.	50	<ul style="list-style-type: none"> • Examination-style questions • Assignments • Oral or written reports • Practical investigations or projects • Students' written explanation of problem solutions • Samples of students' work
Problem solving, reasoning & justification	Application of reasoning & communication in appropriate forms to construct mathematical arguments & proofs and to interpret & use mathematical models.	50	
Marks		100	

Students should develop knowledge, understanding and skills in each of the content areas listed in the syllabus, together with the ability to apply those skills in appropriate settings.

Students should also develop the ability to:

- Understand information given verbally or in written, diagrammatic or graphical form and where appropriate learn to express information given in more than one way
- Analyse and solve unfamiliar problems
- Construct logically sound solutions and recognise limitations to the validity of solutions
- Explain their knowledge, methods or aspects of a solution using written and/or spoken language and diagrams
- Compare various methods of solution in terms of efficiency and breadth of application.

Mathematics Advanced Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 7	Term 1 Weeks 9-11	Term 2 Week 7	Term 3 Weeks 3-5
Type of Task		In-class Test	AP3 Task	In-class Test	AP4 Examination
Outcomes		MA12-4 MA12-10	MA12-1 MA12-3 MA12-5 MA12-6 MA12-7	MA12-1 MA12-8 MA12-9 MA12-10	All
Understanding, fluency & communication	50	10	15	10	15
Problem solving, reasoning & justification	50	10	10	15	15
Total	100	20	25	25	30

Mathematics Outcomes from the Year 11 Course

- MA11-1: Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2: Uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3: Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4: Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5: Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6: Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7: Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8: Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9: Provides reasoning to support conclusions which are appropriate to the context.

Mathematics Outcomes for the Year 12 Course

- 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.

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Mathematics Extension 1 Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 9	Term 1 Weeks 9-11	Term 2 Week 9	Term 3 Weeks 3-5
Type of Task		In-class test	AP3 Task	In-class Test	AP4 Examination
Outcomes		ME12-1 ME12-2 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5	ME12-1 ME12-2 ME12-4	All
Understanding, fluency & communication	25	5	7	6	7
Problem solving, reasoning & justification	25	5	6	6	8
Total	50	10	13	12	15

Note: Extension 2 student's marks are double those indicated for their Ext 1 component

Mathematics Extension 1 Outcomes from the Year 11 Course

- ME11-1: Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2: Manipulates algebraic expressions and graphical functions to solve problems
- ME11-3: Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4: Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5: Uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6: Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7: Communicates making comprehensive use of mathematical language, notation, diagrams and graphs.

Mathematics Extension 1 Outcomes for the Year 12 Course

- 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 Extension 2 Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 8	Term 1 Weeks 9-11	Term 2 Week 7	Term 3 Weeks 3-5
Type of Task		In-class Test	AP3 Task	In-class Test	AP4 Examination
Outcomes		MEX12-1 MEX12-4 MEX12-7	MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX12-8	MEX12-3 MEX12-6 MEX12-8	All
Understanding, fluency & communication	50	10	15	10	15
Problem solving, reasoning & justification	50	10	10	15	15
Total	100	20	25	25	30

Mathematics Extension 2 Outcomes for the Year 12 Course

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

HUMAN SOCIETY AND ITS ENVIRONMENT
Aboriginal Studies
Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 3-5
Type of Task		Media Presentation	Major Project	In-class Essay	AP4 Examination
Outcomes		H1.2, H3.1, H3.2, H3.3, H4.1	H4.1, H4.2	H1.2, H1.3, H2.1, H2.2	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H4.3
Knowledge and understanding of course content	40		10	10	20
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25	5	10	10	
Research and inquiry methods	20	5	10		5
Communication of information, ideas and issues in appropriate forms	15		10		5
Total	100	10	40	20	30

Syllabus 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 peoples' 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.

Ancient History Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 8	Term 1	Term 2 Week 4	Term 3
Type of Task		Source Based Task	AP3 Historical Analysis	Research Essay	AP4 Examination
Outcomes		AH12-1, AH12-3, AH12-5, AH12-6	AH12-2, AH12-3, AH12-7, AH12-9	AH12-4, AH12-5, AH12-8, AH12-9,	AH12-1, AH12-5, AH12-9, AH12-10
Knowledge & Understanding of course content	40	5	5	10	20
Historical skills in analysis & evaluation of sources & interpretations	20	10	5		5
Historical inquiry & Research	20		10	10	
Communication in appropriate forms	20	5	5	5	5
Total	100	20	25	25	30

Syllabus 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.

Geography Assessment Schedule 2024

Components	Weighting %	Task 1*	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 9	Term 1 Weeks 8-10	Term 2 Week 6	Term 3 Weeks 3-6
Type of Task		Test Ecosystems at Risk Interpretative Written	AP3 - Skills & case study analysis	Essay People & Economic Activity Research Written	AP4 Examination
Outcomes Assessed		H2, H5, H6, H12	H1, H7, H10, H12, H13	H4, H6, H8, H9	H3, H10, H11, H12, H13
Knowledge & understanding of course content	40	5	15	5	15
Geographical tools & skills	20		10		10
Geographical inquiry & research, including fieldwork	20	10		10	
Communication of Geographical information, ideas & issues in appropriate forms	20	5	5	5	5
Total	100	20	30	20	30

*Based on Ecosystems at Risk Excursion Term 1 2024

Syllabus 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.

Modern History Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 6	Term 1	Term 2 Week 5	Term 3
Type of Task		Research Essay	AP3 Short Answer & Essay Task	Source Task	AP4 Examination
Outcomes		MH12-2, MH12-6, MH12-8, MH12-9	MH12-1, MH12-3, MH12-6, MH12-7	MH12-4, MH12-6, MH12-7, MH12-8	MH12-1, MH12-2, MH12-5, MH12-9
Knowledge & understanding of course content	40	5	5	10	20
Historical skills in analysis & evaluation of sources & interpretations	20		5	10	5
Historical inquiry & research	20	10	10		
Communication in appropriate forms	20	5	5	5	5
Total	100	20	25	25	30

Syllabus Outcomes

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

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**History Extension
Assessment Schedule 2024**

Components	Weighting %	History Project - Process	History Project - Product	Constructing History Key Questions & Case Study
Timing		Term 4, 2023 Week 9 (Proposal) Term 2, 2024 Week 5 (rest)	Term 2, Week 5	Term 3
Type of Task		Proposal, Process Log, Annotated Sources	Essay	AP4 Examination
Outcomes		HE12-2, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4
Knowledge & understanding of significant historical ideas & processes	40		15	25
Skills in designing, undertaking & communicating historical inquiry & analysis	60	30	25	5
Total	100	30	40	30

Syllabus Outcomes

- HE12-1 Analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- HE12-2 Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- HE12-3 Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- HE12-4 Constructs an historical position about an area of historical inquiry, and discusses and challenges other positions.

**Business Studies
Assessment Schedule 2024**

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 10	Term 1 Weeks 9-10	Term 2 Week 7	Term 3 Weeks 3-6
Type of Task		Operations Extended Response	AP3 Task	In-class Task	AP4 Examination
Outcomes		H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge & understanding of course content	40	5	10		25
Inquiry & research	20	10		10	
Stimulus-based skills	20		10	10	
Communication of business information, ideas, issues in appropriate forms	20	5	5	5	5
Total	100	20	25	25	30

Syllabus 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.

**Economics
Assessment Schedule 2024**

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Weeks 9-10	Term 1 Weeks 8-10	Term 2 Weeks 8-9	Term 3 Weeks 3-6
Type of Task		Research Task	AP3 Task	Research Essay	AP4 Examination
Outcomes		H1, 2, 3, 8, 10, 11	H1, 2, 3, 4, 5, 6, 7, 8, 10, 11	H1, 2, 5, 6, 7, 8, 9, 10, 12	H1, 2, 3, 4, 5, 6, 7, 8, 10, 11
Knowledge & understanding of course content	40		15		25
Stimulus-Based Skills	20	10	5		5
Inquiry & research	20	10		10	
Communication of economic information, ideas and issues in appropriate forms	20		5	15	
Total	100	20	25	25	30

Syllabus 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.

**Legal Studies
Assessment Schedule 2024**

Components	Weighting %	Task 1	Task 2	Task 3	Task 5
Timing		Term 4, 2023 Week 7	Term 1 Weeks 9-10	Term 2 Week 8	Term 3 Weeks 3-6
Type of Task		Human Rights Research	AP3 Source- based Task	Focus Study: Research in- class Essay	AP4 Examination
Outcomes		H2, H3, H7, H8	H1, H3, H6, H7, H9	H4, H5, H7, H8, H10	H1, H2, H4, H7, H9
Knowledge & understanding of course content	40	5	10	5	20
Analysis & evaluation	20	5	10	5	
Inquiry & Research	20	10		10	
Communication	20		5	5	10
Total	100	20	25	25	30

Syllabus 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.

**Society and Culture
Assessment Schedule 2024**

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 1 Week 2	Term 1	Term 2 Weeks 1-2	Term 3 Weeks 3-5
Type of Task		Research task with in-class written response - Continuity & Change	AP3 task: Research & formal writing task - Concepts, Methods, Belief Systems & Ideologies	PIP Preview Panel	AP4 examination: Continuity & Change, Belief Systems & Social Inclusion & Exclusion
Outcomes		H1, H2, H5, H9, H10	H1, H2, H3, H4, H5, H6, H9, H10	H4, H6, H7, H8, H10	H1, H2, H3, H4, H5, H6, H9, H10
Knowledge & understanding of course content	50	10	15	5	20
Application & evaluation of social & cultural research methods	30	10	5	10	5
Communication of information, ideas & issues in appropriate forms	20	5	5	5	5
Total	100	25	25	20	30

You should be finished your PIP two weeks prior to the NESAs date (TBA, usually late July). Please remember that the PIP is worth 40% of your HSC **examination mark**.

Syllabus Outcomes

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

Studies of Religion II Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 9	Term1	Term 2 Week 8	Term 3
Type of Task		Knowledge and Source Task	AP3 Depth Study Test	Research Essay	AP4 Examination
Outcomes		H1, H2, H3, H9	H2, H4, H5, H8, H9	H6, H7, H9	H1, H2, H3, H4, H5, H6, H8, H9
Knowledge & Understanding of Course Content	40	5	15		20
Source-based Skills	20	10	5		5
Investigation & Research	20			20	
Communication of Information, Ideas & Issues in Appropriate Forms	20	5	5	5	5
Total	100	20	25	25	30

Syllabus Outcomes

- H1 Explains aspects of religion and belief systems
- H2 Describes and analyses the influence of religion and belief systems on individuals and society
- H3 Examines the influence and expression of religion and belief systems in Australia
- H4 Describes and analyses how aspects of religious traditions are expressed by their adherents
- H5 Evaluates the influence of religious traditions in the life of adherents
- H6 Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7 Conducts effective research about religion and evaluates the findings from the research
- H8 Applies appropriate terminology and concepts related to religion and belief systems
- H9 Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

CREATIVE AND PERFORMING ARTS
Dance
Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 9	Term 1	Term 2, Week 5	Term 3 Examination
Type of Task		Presentation of Core Performance Under Development Including process diary, critical analysis and evaluation of performance quality, interpretation and style and submission of safe dance practice journal.	AP3 Submission/Performance of Major Study Presentation of work in progress including formal elaboration and process diary analysis of process, decisions and problem solving.	Written Core Appreciation Questions TWO extended response questions, prescribed artists and their works.	AP4 Presentation Core Composition performance work in progress, process diary including record of research and analysis of problem solving and decision making specific to concept and intent. Major Study Submission/Performance Presentation of Major Study Elective under development, formal interview and process diary.
Outcomes		H1.1, H2.1, H2.2	*Teacher will select the appropriate outcomes based on the Major Study option selected by each student.	H1.3, H4.1, H4.2, H4.4	H3.1, H3.2, H3.4*
Performance	20	20			
Composition	20				20
Appreciation	20			20	
Major Study	40		30		10
Total	100	20	30	20	30

HSC Course Outcomes

A student:

- 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
- H2.1 Understand 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
- H4.1 Understand 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 Demonstrate, 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
Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 9	Term 1	Term 2 Week 9	Term 3 Week 2
Type of Task		Individual Project/ Performance Oral Presentation Work in Progress 1, logbook incl preliminary drafts and research Director's Folio	AP3 Individual Project Work in Progress 2 IP logbooks incl continued drafts and research Studies in Drama and Theatre Performance based on workshop activities	Group Performance Work in Progress & Logbook	AP4 Individual Project Performance or Submission Group Performance Written Examination Contemporary Australian Theatre Studies in Drama
Outcomes		H1.2, H1.5, H1.3, H1.6, H1.7, H3.1, H3.2, H3.3	*Outcomes relevant to each Individual project	H1.1, H1.2, H1.4, H1.5, H1.6, H2.2	H3.1, H3.2, H3.3, H1.4, H1.5, H2.1, H2.2, H2.3
Making	40	10	10	20	
Performing	30		10		20
Critically Studying	30	10	10		10
Total	100	20	30	20	30

Syllabus Outcomes

- H1.1 Uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 Uses performances 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 work
- 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
- H2.1 Demonstrates effective performance skills
- H2.2 Uses dramatic and theatrical elements effectively to engage an audience
- H2.3 Demonstrated directorial skills for theatre and other media
- H3.1 Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

* Teachers will select the appropriate outcomes based on the Individual Project option selected by each student.

Music 1
Assessment Schedule 2024

	Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing			Term 4 2023 Week 9	Term 1	Term 2 Week 7	Term 3
Type of Task			Composition	AP3 Aural & Elective 1 & Core Performanc	Research & Viva Voce	AP4 Aural Elective 2 & 3
Outcomes						
H2, H5, H6, H7, (H10, H11)	Musicology (Core)	10			10	
H2, H4, H6, H8, (H10, H11)	Aural (Core)	25		15		10
H1, H2, H5, H6, H7, (H9, H10, H11)	Performance (Core)	10		10		
H3, H5, H7, H8, (H10, H11)	Composition (Core)	10	10			
H1, H3, H4, H5, H6, H7	Elective 1 Performance or Composition or Musicology	15		15		
H1, H3, H4, H5, H6, H7	Elective 2 Performance or Composition or Musicology	15				15
H1, H3, H4, H5, H6, H7	Elective 3 Performance or Composition or Musicology	15				15
Total		100	10	40	10	40

Syllabus Outcomes

- H1 Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 Critically evaluates and discusses performances and compositions
- H6 Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 Understands the capabilities of performing media, incorporates technologies into composition and performances 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.

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Music 2
Assessment Schedule 2024

	Components	Weightings %	Task 1	Task 2	Task 3	Task 4
Timing			Term 4, 2023 Week 8	Term 1	Term 2 Week 6	Term 3
Type of Task			Composition	AP3 Aural Musicology Performance	Musicology Research Analysis	AP4 Aural Musicology Composition Performance
H2, H6, H7, H9	Core Musicology	20		5	10	5
H2, H6, H9	Core Aural Skills	20		10		10
H2, H3, H4, H8, H9	Core Composition	20	Portfolio Progress 10			Portfolio Completion 10
H1, H10	Core Performance	20		15		5
H1-H11	Elective Musicology or Composition or Performance	20		10		10
Total		100	10	40	10	40

Syllabus Outcomes

- H1 Performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
- H2 Demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
- H3 Composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4 Stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- H5 Analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H6 Discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
- H7 Critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- H8 Understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- H9 Identifies, recognises, experiments with, and discusses the uses and effects of technology in music
- H10 Performs as a means of self-expression and communication
- H11 Demonstrates a willingness to participate in performance, composition, musicology and aural activities.

**Music Extension - 1 Unit
Assessment Schedule 2024**

Course Components	Task 1	Task 2	Total
Timing	AP3	AP4	
Musicology 50 Marks (or)	20 Portfolio Progress	30 Portfolio Completed	50
Performance 50 Marks (or)	20	30	
Composition 50 Marks	20 Portfolio Progress	30 Portfolio Completed	

Performance Outcomes	Composition Outcomes	Musicology Outcomes
Through performance and related activities, a student: 1. Performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member	Through composition and related activities, a student: 1. Composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style	Through musicology and related activities, a student: 1. Presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
2. Leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others	2. Leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others	2. Leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
3. Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed	3. Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style	3. Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
4. Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed	4. Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed	4. Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
5. Presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction	5. Presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition	5. Presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
6. Critically analyses the use of musical concepts to present a stylistic interpretation of music performed	6. Critically analyses the use of musical concepts to present a personal compositional style	6. Critically analyses the use of the musical concepts to articulate their relationship to the style analysed

**Visual Arts
Assessment Schedule 2024**

Outcomes	Components	Weighting %	Task 1	Task 2	Task 3	Task 4
H1, H2, H3, H4, H5, H6	Art Making	50			Term 2 Week 2 VAD+ VIVA+ BOW	Term 3 Friday before APs start Final BOW
H7, H8, H9, H10	Art Studying	50	Term 1, Week 2 Gallery Hop Critical Review	Term 1 Week 8-10 AP3		Term 3 Weeks 4-5 AP4 Examination
Total		100	10	20	30	40

Syllabus Outcomes

- H1 Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2 Applies their understanding of the relationships among the artist, artworld, 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 sensitivity appropriate to the artistic intentions within a body of work
- H7 Applies their understanding of practice in art criticism and art history
- H9 Applies their understanding of the relationships among the artist, artworld, world and audience
- H10 Constructs a body of significant art histories, critical narratives and other documentary accounts of the representation in the visual arts.

LANGUAGES
Japanese Beginners
Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 8	Term 1	Term 2 Week 10	Term 3
Type of Task		Listening	AP3 Task	Conversation	AP4 Examination
Outcomes		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.3, 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	All except Speaking
Speaking	20	5		15	
Listening & responding	30	20			10
Reading & responding	30		20		10
Writing	20		10		10
Total	100	25	30	15	30

Syllabus Outcomes

- 1.1 Establishes and maintains communication
- 1.2 Manipulates linguistic structures to express ideas effectively
- 1.3 Sequences ideas and information
- 1.4 Applies knowledge of the culture of the 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 the 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 Japanese
- 3.4 Applies knowledge of the culture of the speaking communities to the production of texts.

French and Japanese Continuers Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 8	Term 1	Term 2 Week 10	Term 3
Type of Task		Listening	AP3 F-E&F-F Writing	Conversation	AP4 Examination
Outcomes		1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1, 4.2	1.2, 1.4, 3.2, 3.3, 4.1, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2	All except Speaking
Speaking	20	5		15	
Listening & responding	30	20			10
Reading & responding	30		PA 15, PB 5		PA 5, PB 5
Writing	20		10		10
Total	100	25	30	15	30

Syllabus 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 on known topics
- 1.4 Reflects on aspects of past, present and future experience
- 2.1 Applies knowledge of language structures to create original text
- 2.2 Describes, narrates and reflects on real or imaginary experiences in the past, present or future
- 2.3 Structures and sequences ideas and information
- 3.1 Identifies and conveys the gist, main points, supporting points and detailed items of specific information
- 3.2 Summarises, interprets and evaluates information
- 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

French and Japanese Extension Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3
Timing		Term 1	Term 2 Week 10	Term 3
Type of Task		AP3 Reading Writing	Monologue Writing	AP4 Examination
Outcomes		1.1,1.2,2.1,2.2,2.3	1.1, 1.2	All
Speaking	20	5	15	
Analysis of Written Text	25	15		10
Response to written Text	15	10		5
Writing	40	10	15	15
Total	100	40	30	35

Syllabus Outcomes

- 1.1 Discusses attitudes, opinions and ideas
- 1.2 Formulates and justifies a written or spoken argument
- 2.1 Evaluates and responds to text personally, creatively and critically
- 2.2 Analyse how meaning is conveyed
- 2.3 Analyses the social, political, cultural and / or literary contexts.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
Assessment Schedule 2024

Task Number	Task Type	Content	Percentage Contribution	Due
1	Research & in class task (extended response)	Core 1	20	Term 4, 2023 Week 8
3	AP3	Core 1 & 2	20	Term 1 Weeks 8, 9 & 10
4	Limited Scope test	Option 3	25	Term 2 Week 10
5	AP4 Examination	Core 1 & 2 Options 3 & 4	35	Term 3 Weeks 4, 5 & 6

Syllabus Outcomes

- H1 Describes the nature, and justifies the choice, of Australia's health priorities
- H2 Analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 Analyses the determinants of health and health inequalities
- H4 Argues the case for the new public health approach to health promotion
- H5 Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 Demonstrates a range of personal health skills that enables them to promote and maintain health
- H7 Explains the relationship between physiology and movement potential
- H8 Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 Explains how movement skill is acquired and appraised
- H10 Designs and implements training plans to improve performance
- H11 Designs psychological strategies and nutritional plans in response to individual performance needs
- H12 Analyses the influence of socio-cultural 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.

SCIENCE
Biology
Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 7	Term 1 Weeks 8-10	Term 2 Week 6	Term 3 Weeks 3-5
Type of Task		Skills	AP3/skills	Depth Study	AP4
Outcomes Assessed in Skills in Working Scientifically		BIO11/12 4,5,6,7	BIO11/12 2,4,5,6,7	BIO11/12 1,2,3,4,5,6,7	BIO11/12 1,4,5,6,7
Outcomes Assessed in Knowledge & Understanding		BIO12 12	BIO12 12,13	BIO12 14,15	BIO12 12,13,14,15
Skills in Working Scientifically	60	15	15	15	15
Knowledge & Understanding	40	5	10	10	15
Total	100	20	25	25	30

Objectives and Outcomes - Students develop skills in the process of Working Scientifically

BIO11/12-1: Questioning and Predicting develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2: Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3: Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4: Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5: Analysing data and information analyses and evaluates primary and secondary data and information

BIO11/12-6: Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7: Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Students develop knowledge and understanding of heredity and genetic technologies

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

Students develop knowledge and understanding of the effects of disease and disorders

BIO12-14: Analyses infectious disease in terms of disruption to homeostatic mechanisms 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.

Chemistry Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 9	Term 1 Weeks 8-10	Term 2 Weeks 8-10	Term 3 Weeks 3-5
Type of Task		Skills	AP3	Depth Study	AP4
Outcomes Assessed in Skills in Working Scientifically		CH11/12 1,2,4,5,6,7	CH11/12 1,2,4,5,6,7	CH11/12 1,2,3,4,5,7	CH11/12 1,2,4,5,6,7
Outcomes Assessed in Knowledge & Understanding		CH12 12	CH12 12,13	CH12 14	CH12 12,13,14,15
Skills in Working Scientifically	60	20	15	15	10
Knowledge & Understanding	40	5	10	5	20
Total	100	25	25	20	30

Objectives and Outcomes - Students develop skills in the process of Working Scientifically

CH11/12-1: Questioning and Predicting develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2: Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3: Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4: Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5: Analysing data and information analyses and evaluates primary and secondary data and information

CH11/12-6: Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7: Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Students develop knowledge and understanding of equilibrium and acid reactions in chemistry

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

Students develop knowledge and understanding of the applications of chemistry

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.

Assumed knowledge: This course requires a good working knowledge of Mathematics Advanced principles due to the complicated Mathematical skills related to algebra, ratios, equations and graphing. Students who do not attain a strong result in Year 10 Mathematics 5.3 are strongly advised to select another Science course.

**Earth & Environmental Science
Assessment Schedule 2024**

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 8	Term 1 Weeks 9-11	Term 2 Week 7	Term 3 Weeks 3-5
Type of Task		Research/Data Analysis	AP3	Depth Study	AP4
Outcomes Assessed in Skills in Working Scientifically		EES11/12 1,2,4,5,6,7	EES11/12 1,2,4,5,6,7	EES11/12 1,2,3,4,5,7	EES11/12 1,2,4,5,6,7
Outcomes Assessed in Knowledge & Understanding		EES12 12	EES12 12,13	EES12 14	EES12 12,13,14,15
Skills in Working Scientifically	60	20	15	15	10
Knowledge & Understanding	40	5	5	10	20
Total	100	25	20	25	30

Objectives and Outcomes - Students develop skills in the process of Working Scientifically

EES11/12-1: Questioning and Predicting develops and evaluates questions and hypotheses for scientific investigation

EES11/12-2: Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information

EES11/12-3: Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information

EES11/12-4: Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11/12-5: Analysing data and information analyses and evaluates primary and secondary data and information

EES11/12-6: Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11/12-7: Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Students develop knowledge and understanding of the evolving Earth

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

Students develop knowledge and understanding of the impacts of living on the Earth

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.

**Extension Science
Assessment Schedule 2024**

Components	Weighting %	Task 1	Task 2	Task 3
Timing		Term 1 Week 2	Term 2 Week 10	Term 3 Weeks 3-5
Type of Task		Literature Review	Scientific Report	Online Examination
Outcomes		SE-1, SE-3, SE-6, SE-7	SE-1, SE-2, SE-3, SE-4, SE-6, SE-7	SE-1, SE-2, SE-3, SE-4, SE-6, SE-7
Communicating Scientifically	30	15	10	5
Gathering, recording, analysing & evaluating data	30	5	10	15
Application of scientific research skills	40	10	20	10
Total	100	30	40	30

Objectives and Outcomes

SE-1: Refines and applies the Working Scientifically processes in relation to scientific research

SE-2: Analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry

SE-3: Interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan

SE-4: Uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets

SE-5: Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research

SE-6: Analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets

SE-7: Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report.

**Investigating Science
Assessment Schedule 2024**

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 9	Term 1 Weeks 8-10	Term 2 Week 8	Term 3 Weeks 3-5
Type of Task		Depth Study 1	AP3	Depth Study 2	AP4
Outcomes Assessed in Skills in Working Scientifically		IS11/12 2,3,4,5,7	IS11/12 1,2,4,5,6,7	IS11/12 1,2,3,4,5,6,7	IS11/12 1,2,4,5,6,7
Outcomes Assessed in Knowledge & Understanding		IS12 12	IS12 12,13	IS12 13,14	IS12 12,13,14,15
Skills in Working Scientifically	60	15	15	20	10
Knowledge & Understanding	40	5	5	10	20
Total	100	20	20	30	30

Objectives and Outcomes - Students develop skills in the process of Working Scientifically

IS11/12-1: Questioning and Predicting develops and evaluates questions and hypotheses for scientific investigation

IS11/12-2: Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information

IS11/12-3: Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information

IS11/12-4: Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

IS11/12-5: Analysing data and information analyses and evaluates primary and secondary data and information

IS11/12-6: Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

IS11/12-7: Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Develop knowledge and understanding of science and technology

INS12-12: Develops and evaluates the process of undertaking scientific investigations

INS12-13: Describes and explains how science drives the development of technologies

Develop knowledge and understanding of contemporary issues involving science

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

INS12-15: Evaluates the implications of ethical, social, economic and political influences on science

**Physics
Assessment Schedule 2024**

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Weeks 5-8	Term 1 Weeks 8-10	Term 2 Week 6	Term 3 Weeks 3-5
Type of Task		Depth Study	AP3	Research	AP4
Outcomes Assessed in Skills in Working Scientifically		PH11/12 1,2,3,4,5,6,7	PH11/12 1,2,4,5,6,7	PH11/12 1,2,4,5,6,7	PH11/12 1,2,4,5,6,7
Outcomes Assessed in Knowledge & Understanding		PH12 12	PH12 12,13	PH12 14	PH12 12,13,14,15
Skills in Working Scientifically	60	20	15	10	15
Knowledge & Understanding	40	10	5	10	5
Total	100	30	20	20	30

Objectives and Outcomes - Students develop skills in the process of Working Scientifically

PH11/12-1: Questioning and Predicting develops and evaluates questions and hypotheses for scientific investigation

PH11/12-2: Planning investigations designs and evaluates investigations in order to obtain primary and secondary data and information

PH11/12-3: Conducting investigations conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4: Processing data and information selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5: Analysing data and information analyses and evaluates primary and secondary data and information

PH11/12-6: Problem solving solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7: Communicating communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Students develop knowledge and understanding of advanced mechanics and electromagnetism

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.

Students develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics

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

Assumed knowledge: This course requires a good working knowledge of Mathematics Advanced principles due to the complicated Mathematical skills related to algebra, geometry, trigonometry, deriving equations and graphing. Students who do not attain a good result in Year 10 Mathematics 5.3 are strongly advised to select another Science course.

TECHNOLOGICAL AND APPLIED STUDIES
Community and Family Studies
Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4 Week 9	Term 1 Week	Term 2 Week 10	
Type of Task		Research Methodology Independent Research Project	AP3 Media File/Exam Type Questions	Parenting & Caring Assignment	Term 3 AP4 Examination
Outcomes		H1.1, H2.1, H2.2, H3.2, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1	H2.2, H2.3, H3.1, H3.3, H5.1, H6.2		All syllabus topics & outcomes
Knowledge and understanding of how resource management, positive relationships, societal factors, groups, families and communities impact on wellbeing	40	15	10		15
Skills in applying the management process and prompting wellbeing	25	10	10		5
Knowledge and understanding of research methodology and skills in researching, critical thinking, analysing and communicating	35	5	5	20	5
Total	100	25	20	25	30

Syllabus Outcomes

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

Design and Technology Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task3	Task 4
Timing		Term 4, 2023 Week 7	Term 4, 2023 Week 9	Term 3 Week 1	Term 3 Week 3-5
Type of Task		Case Study of an Innovation	Report - Project proposal and management presentation	Shark Tank - Project Development and Realisation	AP 4 Examination
Outcomes		Outcomes: H2.1, H2.2, H3.1, H6.2	Outcomes: H4.1, H4.3, H5.1, H5.2	Outcomes: H1.1, H3.2, H4.2, H5.1, H5.2, H6.1	Outcomes: H1.1, H1.2, H2.1, H2.2, H3.1, H6.2
Knowledge & understanding of course content	40	20			20
Knowledge & skills in designing, managing, producing, evaluating design projects	60		20	40	
Total	100	20	20	40	20

Syllabus Outcomes

- H1.1 Critically analyses the factors affecting design and the development and success of design projects
- H1.2 Relates the practices and processes of designers and producers to the major design project
- H2.1 Explains the influence of trends in society on design and production
- H2.2 Evaluates the impact of design and innovation on society and the environment
- H3.1 Analyses the factors that influence innovation and the success of innovation
- H3.2 Uses creative and innovative approaches in designing and producing
- H4.1 Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 Selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 Evaluates the processes undertaken and the impacts of the major design project
- H5.1 Manages the development of a quality major design project
- H5.2 Selects and uses appropriate research methods and communication techniques
- H6.1 Justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices
- H6.2 Critically assesses the emergence and impact of new technologies, and the factors affecting their development.

**Engineering Studies
Assessment Schedule 2024**

Components	Weighting %	Task 1	Task 2	Task3	Task 4
Timing		Term 4, 2023 Week 8	Term 2 Week 1	Term 2 Week 9	Term 3 Weeks 3-5
Type of Task		Prac Application – Bridge model design and testing	Personal Public Transport	Aeronautical Engineering - Engineers Report	AP 4 Examination
Outcomes		Outcomes: H2.1, H3.1, H3.3, H4.2, H6.1, H6.2	Outcomes: H1.1, H2.2, P4.3, H5.2, H6.1	Outcomes: H1.2, H3.2, H3.3, H4.1, H5.1, H6.2	Outcomes: H1.2, H2.1, H4.2, H3.1, H3.3
Knowledge and understanding of course content	60	20	10	10	20
Knowledge and skills in research, problem solving and communication related to engineering practice	40	10	10	10	10
Total	100	30	20	20	30

Syllabus Outcomes

- H1.1 Describes the scope of engineering and critically analyses current innovations
- H1.2 Differentiates between properties of materials and justifies the selection of materials, components and processes in engineering
- H2.1 Determines suitable properties, uses and applications of materials 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 Appreciates social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems
- H5.1 Works individually and in teams to solve specific engineering problems and in the preparation of 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.

Food Technology Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023	Term 1	Term 3	Term 3
Type of Task		Australian Food Industry In-depth Case Study of AFI with a Practical Task.	Food Manufacture Experimentation Report & Exam Question	Food Product Development/ Contemporary Nutrition Development of a Food Product & Nutrition Investigation	Formal Written Examination AP4 All Syllabus Topics Assessed in AP4
Outcomes		H1.2, H1.4, H3.1	H1.4, H4.2	H1.3, H2.1, H3.2, H4.1, H5.1	H1.1, H2.1, H1.3, H1.4, H2.1, H3.2
Knowledge & understanding of course content	40	10	5	5	20
Knowledge & skills in designing, research, analysing & evaluating	30		10	10	10
Skills in experimenting with & preparing food by applying theoretical concepts	30	10	10	10	
Total	100	20	25	25	30

Syllabus Outcomes

- H1.1 Explains manufacturing processes and technologies used in the production of food products
- H1.2 Examines the nature and extent of the Australian Food Industry
- H1.3 Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 Evaluates the impact of food manufacture on the individual, society and the environment
- H2.1 Evaluates the relationship between food, its production, consumption promotion and health
- H3.1 Investigates operations of one organization within the Australian Food Industry
- H3.2 Independently investigates contemporary food 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.

HSC Hospitality - Kitchen Operations Stream 2024

**Industrial Technology
Timber and Furniture
Multi-Media, Graphics and Electronic Technologies
Assessment Schedule 2024**

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 4	AP3 Examination	Term 2 Week 7	Term 3 Weeks 3-5
Type of Task		Major Project Proposal	Industry Studies Topic Test	Industry Related Manufacturing Technology report	AP 4 Examination
Outcomes		H3.1, H3.2, H3.3, H5.1, H5.2	H1.1, H1.2, P1.3, H7.1, H7.2	H2.1, H4.1, H4.2, H4.3, H6.1, H6.2	H1.2, H1.3, H3.1, H4.3, H7.1, H7.2
Knowledge & understanding of course content	40	5	15	5	15
Knowledge & skills in the management, communication and production of projects	60	15	10	25	10
Total	100	20	25	25	30

HSC Industrial Technology Project

Major projects, including folios, must be submitted to the supervising teacher by the advertised due date. Students will be advised of the exact time and date of submission when NESAs releases this information. Once the project and folio are submitted, no further work on these may be undertaken. The inclusion of personal items, such as phones and computers in either project or folio, will become available to students after the conclusion of the HSC marking process as advised by NESAs.

Syllabus 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 effectively through the production of a Major Project
- H4.1 Demonstrates competence in a range of practical skills appropriate to the Major Project
- H4.2 Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 Critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 Selects and uses communication and information processing skills
- H5.2 Examines and applies appropriate documentation techniques to project management
- H6.1 Evaluates the characteristics of quality manufactured products
- H6.2 Applies the principles of quality and quality control
- H7.1 Explains the impact of the focus area industry on the social and physical environment
- H7.2 Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment
- H7.2 Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment.

Textiles and Design Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 7	Term 1 Week 3	Term 2 Week 7	Term 1 Weeks 3-5
Type of Task		Designer Research Report & in- class Task	MTP - Oral Presentation	Experimentatio n & Investigation	AP4
Outcomes		H6.1, H5.1	H1.1, H1.2, H2.1, H2.3	H2.2, H3.1, H4.1, H4.2	H1.3, H3.2, H5.2
Knowledge & understanding of textiles & the textiles industry	50	10	10	5	25
Skills in design, manipulation, experimentation, analysis, manufacture & selection of textiles for specific end purposes using appropriate technology	50	10	15	25	
Total	100	20	25	30	25

Syllabus 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 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.

COMPUTING STUDIES
Information Processes and Technology
Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 1 Week 4	Term 1	Term 2 Week 6	Term 3 AP4
Type of Task		Individual Practical Project	AP3 Topic Test	Research Task	AP4
Outcomes		H1, H2, H3, H4, H5, H6, H7	H1, H2, H3.1, H4, H5, H6.1	H1.1, H1.3, H3, H4.1	H1, H2, H3.1, H4, H5, H6.1
Information Systems and Databases	20		10	5	5
Communication Systems	20	5	5	5	5
Option Strands	40	15		15	10
Project Work	20	10	5		5
Total	100	30	20	25	25

Syllabus Outcomes

- H1.1 Applies an understanding of the nature and function of information technologies to a specific practical situation
- H1.2 Explains and justifies the way in which information systems relate to information processes in a specific context
- H2.1 Analyses and describes a system in terms of the information processes involved
- H2.2 Develops solutions for an identified need which address all of the information processes
- H3.1 Evaluates the effect of information systems on the individual, society and the environment
- H3.2 Demonstrates ethical practice in the use of information systems, technologies and processes
- H4.1 Proposes ways in which information systems will meet emerging needs
- H5.1 Justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2 Assesses the ethical implications of selecting and using specific resources and tools
- H6.1 Analyses situations, identifies a need and develops solutions
- H6.2 Selects and applies a methodical approach to planning, designing or implementing a solution
- H7.1 Implements effective management techniques
- H7.2 Uses methods to thoroughly document the development of individual and/or group projects.

Software Design and Development Assessment Schedule 2024

Components	Weighting %	Task 1	Task 2	Task 3	Task 4
Timing		Term 4, 2023 Week 7	Term 1 AP3	Term 2 Week 8	Term 3 AP4
Type of Task		Research Task	Option Topic AP3	Programming Project	AP4
Outcomes		H1.1, H1.3, H4.2, H5.2, H5.3	H1.1, H1.3, H2.1, H3.1, H2.2	H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	All
Knowledge and understanding about development and impact software solutions and the software development cycle	20	5	5		10
Design and development of software solutions	35	10	10	5	10
Project management techniques, including documentation, teamwork and communication	20		5	10	5
Project(s)	25	5		15	5
Total	100	20	20	30	30

Syllabus Outcomes

- H1.1 Explains the interrelationship between hardware and software
- H1.2 Differentiates between various methods used to construct software solutions
- H1.3 Describes how the major components of a computer system store and manipulate data
- H2.1 Describes the historical development of different language types
- H2.2 Explains the relationship between emerging technologies and software development
- H3.1 Identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2 Constructs software solutions that address legal, social and ethical issues
- H4.1 Identifies needs to which software solutions are appropriate
- H4.2 Applies appropriate development methods to solve software problems
- H4.3 Applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
- H5.1 Applies project management techniques to maximise the productivity of the software development
- H5.2 Creates and justifies the need for the various types of documentation required for a software solution
- H5.3 Selects and applies appropriate software to facilitate the design and development of software solutions
- H6.1 Assesses the relationship between the roles of people involved in the software development cycle
- H6.2 Communicates the processes involved in a software solution to an inexperienced user
- H6.3 Uses a collaborative approach during the software development cycle
- H6.4 Develops effective user interfaces, in consultation with appropriate people.

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VOCATIONAL EDUCATION and TRAINING PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package <http://training.gov.au>.

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESAs. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on National Training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and will assist students to move to various education and training sectors and employment.

Board Developed VET courses are classified as Category B subjects and **ONLY ONE** may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirement and include 70 hours of industry specific **mandatory work placement** or simulated workplace hours at school as specified by NESA.

Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations and therefore do not count in the calculations of the ATAR. Some Board Endorsed VET Courses have mandatory industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator, VET Teacher or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.

VET Assessment Policy

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

Units towards Preliminary and HSC qualification

Competencies which can lead to a statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF)

Students will be assessed in both areas during each VET Course.

VET courses will be listed on the HSC Certificate Record of Achievement and the AQF qualification will be assessed by the BOS separately.

1. AQF Assessment

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor (teacher) that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re assessed. There are a number of competencies that may only be offered once during the course due to their OHS requirement, cost, time frame, supervision required or resource availability. Specific information about these competencies will be issued to students when the task is issued.

2. Higher School Certificate (HSC)

As with all HSC courses, the NSW Education Standards Authority procedures apply to all VET Courses. For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school based assessment mark will be recorded. No Assessment mark for VET Courses is required by the BOS. An estimated examination mark for students entered for the HSC written examination must be submitted this mark will be used only in the case of an illness/misadventure appeal. The estimate mark will reflect each student's achievement on the AP3 and AP4 examinations.

3. Work placement

Work placement is a mandatory HSC requirement for all VET courses. A minimum of 70 hours work placement must be completed over two work placement periods.

The school will provide students with the opportunity to complete two structured work placement in venues that will be determined in consultation with the student. Students must attend the work placement preparation meetings held prior to work placement. Students who fail to attend work placement without a valid reason or do not complete the work placement due to inappropriate or unacceptable behaviour, may receive an 'N' determination and/or disciplinary action according to the school Welfare Policy.

4. Recognition of Prior Learning

Recognition for Prior Learning (RPL) is the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module. Students may apply for RPL and are encouraged to discuss this with their class teacher. Students must complete one of the forms on the following pages.

5. Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

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**CTHS APPLICATION FOR RECOGNITION OF PRIOR LEARNING
Workplacement**

Workplace Details

Student/School Detail

Company Name:..... Name:.....
 Contact Name:..... School:.....
 Address:..... Course:.....
 Teacher:.....
 Telephone:..... Telephone:.....

EMPLOYER STATEMENT

Dear Employer

The above named student is undertaking a Vocational Education and Training course as part of their HSC study. Mandatory work placement is a requirement of this course. The student's part-time work in a relevant industry area can be recognised as prior learning and can therefore be used to meet the workplace requirements of their course. You are asked to kindly complete the following details and sign below in order to assist the student gain this recognition:

Date when employment commenced:

Is the student currently employed with your organisation Yes No

If not, when did the employment cease:

Average number of hours worked per week?.....

List of skills and duties, which the student competently performed during the employment period:

.....

Signed:..... Date:.....

Print Name:..... Position:.....

TEACHER STATEMENT

I certify that the above named student has met the requirements for recognition of student's employment for Work placement purposes as detailed in the Education Standards Authority ACE Manual.

Checklist:

<input type="checkbox"/>	The minimum length of total hours of employment is greater than the minimum hours required for work placement
<input type="checkbox"/>	The employment is being undertaken during the duration of the course
<input type="checkbox"/>	The workplace supervisor has provided evidence of the range of syllabus learning outcomes and diversity of experiences that have been addressed during the student's employment
<input type="checkbox"/>	The principle purpose of the employment function is related to the industry area of the course
<input type="checkbox"/>	I have personally spoken to the employer to verify all the above information

Signed:..... Date:.....

Print Name:..... Position:.....

**CTHS APPLICATION FOR RECOGNITION OF PRIOR LEARNING
Course Competencies**

Student's Name:

Student's Home Address:

.....

Course Name:.....

School: Cherrybrook Technology High School

Unit of Competence/Element	Evidence Attached	RPL Granted Yes / No	Recorded in Competency Log (☐)

Student's Signature: Date:

Evidence can be:

- Previous training - attach copies of any certificate(s) and actual units/modules/subjects and results
- Work experience - attach copies of letter/testimonials from employer, which are on letterhead and can be verified
- Life experiences - attach documentary evidence that can be verified.

Assessor's Name:

Assessor's Signature: Date:

VET Co-ordinator for archiving: Date: