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**2021-22 HSC
Assessment Schedules
Booklet**



Education



THS ASSESSMENT -21

Procedures and Protocols

-STUDENT SUMMARY-

Students need to scan the QR code below to acknowledge receipt of this booklet.



RATIONALE

The Toronto High School Assessment Procedures and Protocols- Student Summary Document is designed to communicate assessment process and procedures to ensure consistency and fairness across the school in order to support task completion, foster student engagement and improve student learning outcomes.

The unedited, full THS Assessment Procedures and Protocols Document is available on the school website. The Student Summary version includes information that is relevant to students and has omitted sections relating to staff processes, hence why the order of some sections may not be numbered correctly.

1 PRINCIPLES OF EFFECTIVE ASSESSMENT

At THS, assessment is aligned with curriculum, teaching and reporting. NSW syllabuses provide the content, skills, values and attitudes that students at each stage are expected to learn.

1.2 Comparable Judgments

Assessment provides evidence of student learning at every stage of the secondary curriculum. So that judgments about student work are fair and comparable, THS refers to the NSW Education Standards Authority school-based assessment guidelines:

- Evidence of learning is to be collected from a range of tasks that are varied in nature (modes and conditions) and address a depth and breadth of content and skills.
- Assessments should provide multiple opportunities for students to demonstrate depth and breadth of their learning.
- Established standards such as the common grade scale and course performance descriptors are used to report achievement.

Assessment provides evidence that students' current understanding is a suitable basis for future learning.

THS uses a grading scale aligned with a numerical scale, to provide students with an A-E grade and total mark for each formal assessment submission.

2 GUIDELINES ON THE NUMBER AND TYPES OF TASKS BEING USED

2.1 Number of Tasks for Each Course

In the junior years all subjects can elect to complete a Half Yearly and Yearly Examination as a part of their formal course assessment. Additional assessment items are created through collaborative faculty planning and align with the NSW course syllabuses. The number, range and timing of junior assessments across all faculties will be at the faculties' discretion and be monitored at the drafting stage of the curriculum handbook for the pending academic year.

In 2018, the Stronger HSC Standards reforms developed by NESA, provided new directions for assessment practices in all Stage 6 courses. The Stronger HSC Standards reforms now require each Stage 6 course to:

- follow mandated components and weightings for Year 11 and Year 12
- cap the number of school-based assessment tasks to three in Year 11 and four in Year 12
- ensure that the specified minimum and maximum weightings for formal tasks are implemented
- develop a variety of tasks to assess student knowledge, understanding and skills.

Further to Stage 6 NESA guidelines, at THS:

- unless approved by the Senior Executive, one of the Year 12 assessment tasks will consist of an assessment undertaken in the scheduled Trial HSC exams
- no assessment tasks are to run within one week of Trial HSC exams
- assessment tasks scheduled after the Trial HSC exams must have approval from the Senior Executive
- VET subjects will be assessed accordingly and referenced against RTO Assessment Schedules.

Students cannot be recorded as competent for a unit of competency until all assessments for that unit of competency are demonstrated or successfully complete. Work placement hours must also be completed by all students to satisfy NESA requirements.

2.2 Types of Assessment Tasks

Assessment tasks for 7-12 type should vary in nature and reflect outlines specific to NESA course syllabus documents.

Assessment in the form of exams must not exceed the recommended percentage of overall assessment weighting as outlined in course syllabus documents. An assessment schedule, to be filed in the monitoring folders for Years 11- 12, is to be created, addressing assessable components, outcomes and the weightings of each task.

3 PROCEDURES TO ENSURE STUDENTS ARE INFORMED IN WRITING OF THEIR ASSESSMENT SCHEDULES

3.3 Informing teachers, students and parents about tasks

A curriculum and assessment handbook for all year levels will be provided at the commencement of each new academic year (with the exception of Year 12; this will be provided in Term 4 of the current academic year). Year 10, 11 and 12 students will sign an acknowledgement of receipt register when receiving this handbook. This register is to remain on file with the Careers Adviser (using the Student Preliminary and HSC Monitoring Sign Off Registers). Students in Years 11 and 12 will receive a copy of each course assessment schedule. Junior students will receive a copy of each course's scope and sequence (which includes the schedule of assessment for that course). Course assessment schedules and scope and sequences will also be able to be accessed online through the school's Learning Management System, CANVAS. THS templates, for documents common across all faculties, need to be completed in full and accurately.

4 PROCEDURES RELATING TO THE ADMINISTRATION OF TASKS

4.1 Providing Adequate Assessment Notice and Information

A minimum two weeks written notice is required for all formal assessment tasks. THS will provide an assessment notification for every formal task which provides the following information:

- i. the task due date, outcomes, components and weight value in relation to the total weighted mark for the course
- ii. a task description outlining the nature of the task and specific requirements, including the drafting process/requirements for the task
- iii. details of the school's policy for non-submission of the task
- iv. a marking rubric for project-based tasks to guide student performance against A-E and numerical scales
- v. a marking rubric or common answer guide for examination style tasks is to be attached to the notification as part of the Assessment Task Development Process and for Head Teacher Faculty review, but is not required to be distributed to students
- vi. submission and presentation instructions.

4.2 Signing for receipt of tasks

All students are required to acknowledge receipt of the assessment task. While it is a requirement to upload all assessment notifications to CANVAS, a hard copy will also be given to students. Acknowledgement is achieved when the students sign and date the THS Student Assessment Notification, Submission and Return Register.

4.3 Students absent from school when assessment information is given out

Where possible, students have assessment tasks available to them via the school's Learning Management System, CANVAS on the day they are physically handed out. If a student is absent the day an assessment task notification is distributed, it is their responsibility to see their teacher to receive the notification. Students will know when a task notification must be provided from information outlined in curriculum handbooks and faculty assessment schedules. Teachers are to issue students with a written copy of task notifications during the next attended lesson and have students sign to acknowledge that they have received this.

It is each student's responsibility to carefully check the details of the assessment task notification sheet. Additionally, if a student is absent when the assessment task notification is issued, it is their responsibility to obtain the task information from the class teacher on return to school or otherwise

4.4 Submission and Completion of Tasks

4.4.1 Submitting tasks

- Tasks are to be submitted via the Toronto High School Learning Management System, CANVAS. Tasks can be handed in during the day or by **2.20pm on the due day**. If the submission cannot be made through CANVAS after seeking assistance from your teacher or librarian, tasks can be submitted directly to the assessing teacher. **All tasks need to be submitted by 2.20pm on the due day, unless a student has a Period 6 class for a subject with an assessment task due.** In this case, the assessment task for this subject will be due by the end of the Period 6 class.
- In the absence of the student's regular teacher, the Head Teacher of the respective faculty can receive assessment tasks on behalf of the absent staff member. Paper submissions are to be dated, time stamped and signed by the receiving Head Teacher. In the absence of both the teacher and respective Head Teacher Faculty, tasks can be submitted to a Deputy Principal. Paper submissions are to be dated, time stamped and signed by the receiving Deputy Principal.
- Students submitting tasks to CANVAS on the due date will have a time stamped assignment submission notification sent to the relevant teacher. For physical assignment submissions, students will be required to sign that they have handed the task to their teacher.
- Computer/technology problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases. Computer/printer problems alone are not sufficient grounds for a misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be sorted out in a timely fashion.
- The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks which have allegedly been lost or stolen.
- It is the students' responsibility to ensure that files uploaded to CANVAS are **not corrupt** and are the **correct, completed task**. After submitting the task on Canvas, students can verify this is the case by downloading their submission from the top right hand corner of the *Submission* page on Canvas.

4.4.2 Examinations and in-class tasks

- For examinations, class tests or in-class assessment tasks, it is expected that each student will bring the necessary equipment, as well as any special apparatus indicated by the class teacher or on the assessment notification. **Students should not expect to be allowed to borrow any equipment.**
- NESAs has previously issued a memo stating that students in the HSC are not to bring electronic devices into HSC examinations and may receive a zero for contravening this policy. Internet connected devices (including, but not limited to, phones and smart watches) are prohibited from the examination room and/or classroom at any time whilst an assessment is running, unless prescribed in the assessment task. Phones and smart watches that enter the examination room are to be turned off and placed in bags.
- All teachers will be required to have a visible working clock for all timed assessment tasks.
- In the event of an examination or class task being completed before the allocated time, students are expected to appropriately manage their behaviour so as to not interfere with other students undertaking the assessment. If students finish early, they are encouraged to review and edit their papers to use up the allotted time appropriately. With the exception of special circumstances, no student will be permitted to leave the assessment room early.
- Misbehaviour or inappropriate behaviour will not be tolerated during assessment tasks. Students who are ejected from an assessment task should have their paper removed and the time they left the assessment recorded on the top of their paper including details of the disruption. An appropriate consequence for actions will be determined by the Head Teacher Faculty or Senior Executive.
- Where two or more classes exist in the same course, an in-class assessment task may be scheduled during different periods throughout the school day for Year 7-10 courses depending on the nature of the task. Students are reminded of the malpractice provisions of this policy (as outlined in section 5) and must understand that their interests are best protected by silence and not assisting

students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students. For Years 7- 10, where possible, arrangements will be made to have all classes complete the in-class task concurrently. Year 11 and 12 classes must complete all tasks concurrently.

4.4.3 Non-serious or unsatisfactory attempts of assessment tasks

Students must make a satisfactory attempt at an assessment task. Class teachers, in consultation with their Head Teacher Faculty, will determine if a student has made an unsatisfactory attempt. Assessments are designed so all students should be able to access the task.

- Once a submission has been deemed as a non-serious attempt, the teacher will issue the student with a *Faculty Warning* letter (Year 7-9) or *N-Award Warning* letter (Year 10-12). Refer to section 4.6.1 for further information.
- Unless other instructions are given, normal examination conditions will apply to all tasks. Internet connected devices (including but not limited to phones and smart watches) are prohibited from the examination room and/or classroom while an assessment task is being conducted, unless prescribed in the assessment task.

4.5 Teacher Absence on the Day of a Task

In the case of known absence, arrangements can be made with the respective Head Teacher Faculty to reschedule the task or go ahead with the task depending on the nature of the task. In the case of unforeseen absence, the respective Head Teacher Faculty will decide to reschedule the task, or go ahead with the task depending on the task nature in consultation with the Senior Executive.

Rescheduling of any task must be done with consideration of other faculty assessment schedules. This must be approved by Senior Executive via the same process as changes to the assessment schedule.

4.6 School Based Assessment, Absences and Late Submissions

4.6.1 Late or non-submission of school-based tasks

- Years 7-9 students who hand in work late will be subjected to a faculty consequence, or set of consequences, including a Faculty Warning letter. This will be enforced by the classroom teacher and supported by the Head Teacher Faculty. Assessment tasks handed in late without valid reason will be awarded a mark of zero. A medical certificate is not required for Years 7-9. Written or verbal communication from the parent to the teacher providing a valid reason can be accepted as valid.
- Year 10-12 students who hand in work late will be subjected to a faculty consequence, or set of consequences. Year 10-12 students who fail to submit work or sit an assessment task, on or before the due date, will be awarded a mark of zero. For all tasks not submitted on the due date and not undergoing appeal, an N-Warning letter will be sent as per NESA requirements.
- Each faculty will take responsibility for tracking Faculty Warnings and N-Warnings.
- Once a N-Warning or Faculty Warning is resolved, it is the responsibility of the classroom teacher to ensure this is reflected on Sentral.
- If a student is absent on the day of a submission or “hand in task”, they must submit the task on the first day of their return from absence along with a Misadventure, Illness and Application Form within three days of their return.

4.6.2 School leave

If students know that they will be absent for an assessment task due to personal or school commitments, they must give notice of their leave to the Senior Executive and Head Teacher Faculty as soon as possible. The task should be completed or submitted prior to the due date. At the discretion of Senior Executive and the Head Teacher Faculty, alternative due dates and tasks may be negotiated. If the assessment is an in-class examination style task, a different task or estimate will be provided to the absent student. This decision is made by the Head Teacher Faculty in consultation with the Senior Executive.

4.6.3 Excursions and fieldwork

Some subjects require students to undertake compulsory excursions. In the case of unavoidable absences from these activities, students must negotiate alternative arrangements prior to the event. Final decisions will be at the discretion of the Senior Executive.

4.6.4 Illness and misadventure

- If a student is unwell or experiences misadventure (such as an accident), on the due date or day prior, they must complete an Illness/Misadventure form and submit it within three school days from when they return to school.
- For students in Years 7-9, a medical certificate is not required. Written or verbal communication from the parent to the teacher providing a valid reason can be accepted as valid. The completed Illness, Misadventure and Appeal Form is to be submitted to the Head Teacher Faculty.
- For students in Years 10-12, relevant supporting documentation (such as a Doctor's Certificate or Statutory Declaration) must be attached to the completed Illness, Misadventure and Appeal Form and submitted to the relevant Deputy Principal (Years 10-12).
- Where the Deputy Principal (Years 10-12) or Head Teacher Faculty (Years 7-9) finds that a student has a valid reason for their absence on the due date of the assessment task, the student will incur no academic penalty and alternative arrangements for the submission or completion of the assessment task will be made. Alternative arrangements could include, but are not limited to: estimates, alternate assessment tasks or submission of the original assessment task depending on the circumstances.
- Where the Deputy Principal (Years 10-12) or Head Teacher Faculty (Years 7-9) finds that a student does not have a valid reason for their absence on the due date of the assessment task or day prior, the student will receive a mark of zero for that assessment task. **The student is still required to complete the assessment task regardless of the zero mark.**

Completing the Illness/Misadventure form does not guarantee extension approval and students must continue working on the task to the best of their circumstance and ability.

4.6.5 Appeals

- If a student wishes to appeal, they must complete an Illness, Misadventure and Appeal Form.
- For students in Years 7-9, an appeal may be heard by the Head Teacher Faculty when accompanied by contact from the parent or carer.
- For students in Years 10 -12, students may submit an appeal with appropriate, independent documentation such as a Doctor's Certificate or Statutory Declaration. Appeals must be submitted directly to the relevant Deputy Principal. The appeal will be subject to the decision of the Stage 6 Assessment Appeals/Dispute Panel.
- THS deems the following situations as grounds for an appeal:
 - the task has not been weighted in line with the NESAs requirements
 - the task has not complied with the stated assessment program and/or assessment requirements
 - there has been a miscalculation or a clerical error when deciding the assessment mark
- Refer to section 12.1 for further information regarding the Stage 6 Assessment Appeals/Disputes Committee and Review Panel.

4.6.6 Absence, illness/misadventure for group performances

In the event of a group member being absent on the due date of a performance, if the remaining group members can complete the performance, then the performance is to go ahead.

- In the event that a performance cannot go ahead due to the absence of a group member, the affected students need to complete an Illness/Misadventure form as a group.
- Completed Illness/Misadventure forms must be completed and submitted within three school days from when the student has returned to school.

- Immediately upon return to school, the absent student is required to complete an Illness, Misadventure and Appeal Form and provide supporting documentation. Completed forms are to be submitted to the Head Teacher Faculty (Years 7-9) or Deputy Principal (Years 10-12). This application will be considered separately to any group application.
- Applications for illness/misadventure will be considered on a case by case basis and decisions are left to the discretion of the Senior Executive (Years 10-12) and Head Teacher Faculty (Years 7-9).
- Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task as per the Toronto High School Illness, Misadventure and Appeal Flow Chart (see Appendix). If rescheduling of the performance to an alternate date is required, this will be determined by the Head Teacher Faculty in consultation with the Senior Executive.

4.7 Parent/Carer Notification of Incomplete Tasks or Failure to Submit Tasks

Teachers are to notify parents/carers of incomplete tasks or failure to submit tasks, within two weeks of the official task submission date. This notification is to be a Faculty Warning letter for students in Years 7-9 and an 'N' Warning letter for students in Years 10 – 12. Staff will make consistent use of the THS 'N' award process for students in Years 10 -12.

A copy of letters should be maintained for Years 11-12 monitoring folders. Head Teachers are responsible for the monitoring of parent notification and making available THS Monitoring Folders for Senior Executive. Students issued with 'N' Warning letters should be raised at Faculty and Executive Meetings.

The Principal may determine that a student has not applied themselves with diligence and sustained effort to the set task and experiences provided by the course in the school. The Principal may recommend to NESAs that a student will receive an 'N' determination for the course.

4.8 Prolonged Absence

Students with prolonged absence will be judged on a case-by-case basis, through collaborative consultation between Executive and Senior Executive, to design an equitable individualised assessment plan.

4.9 Substitute Tasks, Alternate Tasks and Estimates

Estimates, alternate tasks and substitute tasks will be deployed at the discretion of the Senior Executive for individualised assessment plans, in the event a compromised task is administered, in the event an invalid task is administered, in the event a non-discriminating task is administered or where deemed required. Estimates or substitute tasks will also be deployed at the discretion of the Assessment Appeals/Dispute Committee. See section 12.1 for more information.

If a Senior Executive member decides that a successful illness, misadventure or appeal application requires the administration of an alternate task, the alternate task will be completed two weeks after the original due date where possible. The alternate date will be recorded in the DP diary and confirmed in writing on the upheld Illness, Misadventure and Appeal Form. Alternate tasks will be given priority during the Assessment Task Development Tool process.

If a student misses the scheduled alternate task due to legitimate reasons which fall within the illness, misadventure and appeal process, this exceptional circumstance may result in an estimate. This decision is made by the relevant Deputy Principal (Years 10-12) and Head Teacher Faculty (Years 7-9).

Estimated marks should be awarded based on a student's rank in the course and with consideration of performance in the course and previously submitted tasks. Estimates including the method in which an estimate is calculated will be determined by the Head Teacher of Faculty in consultation with Senior Executive.

4.10 Awarding a Zero Mark

Zero marks will be awarded when a student is absent on the due date or fails to submit an assessment task on the due date. The Assessment Appeals/Disputes Committee may choose to reject an appeal for illness or misadventure in which case, the zero mark will stand. Zero marks will also be awarded in the event of malpractice. Students receiving a zero mark must still complete the assessment task.

4.11 Invalid Tasks / Parts of Tasks or Non-Discriminating Tasks

Invalid tasks are tasks that do not directly assess the outcomes intending to be assessed. Invalid tasks may also offer advantage to some students while providing a disadvantage to others. Assessment should also provide all students the opportunity to achieve at a range of levels. Tasks which do not provide scope for this and are, therefore, non-discriminating, are considered invalid. The Senior Executive, in consultation with the Head Teacher Faculty, will determine the resulting course of action and notify all students and parents and carers in writing.

4.12 Disability Provisions

4.12.1 HSC and school based assessment

For Year 12 students, THS follows the 2020 NESA *Disability Provisions and NSW Department of Education policy*:

- Disability provisions for the HSC Examination, in the form of practical arrangements, are implemented to assist a student to make a fair attempt to show what they know in an exam room. Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of the student's functioning in an examination situation. NESA determines disability provisions for the Higher School Certificate examinations (2019 NSW Department of Education).
- Disability provisions provide students with practical support to access, i.e. read and respond to, the Higher School Certificate (HSC) exams. In providing disability provisions for the HSC exams, NESA complies with the Disability Discrimination Act 1992 (Cth) (DDA) and the Disability Standards for Education 2005, issued under the DDA. Disability provisions are one way that NESA ensures there are reasonable adjustments available to students with disability so that they can access and participate in the HSC on the same basis as students without disability.
- Disability provisions address students' exam needs related to learning, medical, vision or hearing disabilities. For example, students with a:
 - learning disability may use reader or writer
 - medical disability may access toilet breaks or use adapted furniture
 - vision disability may use braille or large-print papers
 - hearing disability may use an oral or sign interpreter.
- All schools must ensure that students with disability are able to access and participate in education on the same basis as other students. Schools should regularly assess their students' learning needs and implement adjustments as required to support students on a day-to-day basis throughout their schooling.
- Adjustments provided in school may change over time in response to a student's changing needs. Adjustments should be determined collaboratively with the student, parents/carers and other people who support the educational needs of the student. It may be considered discriminatory if adjustments are not in place for identified students with a disability. Schools are responsible for any decisions made at school level to offer adjustments to students with a disability in school-based tasks. School-determined adjustments will not necessarily apply in the Higher School Certificate examinations as what is assessed in school-based assessments may be different to HSC examinations.

- In addition, for HSC examinations, each HSC disability provisions guide for teachers and parents is assessed to ensure consistency and equity across the entire HSC cohort. NESA only approves disability provisions for the HSC exams.
- When providing students with adjustments for school-based assessments, schools are encouraged to take into account NESA's key messages and principles for exam modifications to ensure that, where appropriate, adjustments are put in place that are consistent with disability provisions granted for the HSC.
- There is no guarantee NESA will grant the same provisions as those given at school. (2020 NESA)'
- The role of the Head Teacher Learning Support is to assist with the identification of students requiring additional support and provisions. The Head Teacher Learning Support will provide opportunities for staff to test students identified as potentially requiring support and provisions and in consultation with the classroom teacher, ensure adjustments are in place for students with disability to access and participate in the full range of education activities, including assessment tasks. Teachers can obtain disability provisions list from the THS Online Management Course in Canvas. Records for individual students need to be kept in the Monitoring Folders.

4.12.2 Other formal assessments

THS follows the guidelines provided by the NSW Department of Education for disability provisions:

'The school learning and support team assists teachers to meet the educational needs of their students and to identify appropriate adjustments that may be needed. Parents and carers have a vital role to play in the work of the school learning and support team by taking part in discussions and planning. Adjustments made in consultation with a student's parents and carers are based on the personalised needs of the student.

Consultations may also involve the principal, class and support teachers, professional therapists, and community service providers as well as family members and carers. Schools may also consult with specialist staff who can help to identify how adjustments can be made. Adjustments must be regularly reviewed through this consultation process and should be changed or withdrawn if necessary.

Identification of a child with a disability or a learning difficulty can occur at any age or stage of the child's development. If adjustments are made for teaching and learning then similar adjustments should be made for assessment tasks. This allows students to demonstrate what they know and what they can do in relation to curriculum outcomes. Adjustments to assessment tasks can be applied to:

- assessment processes, e.g. scaffolds, additional, time, use of a reader and or writer, rest breaks
- assessment tasks, e.g. rephrasing questions, using simplified language
- the content being assessed, e.g. fewer or alternative syllabus outcomes
- the format of a task, e.g. written point form instead of reports or essays, oral or PowerPoint presentation instead of essay' (NSW Department of Education 2020).

At the discretion of THS Senior Executive or Head Teacher Faculty, the delivery or mode of the assessment may be adjusted without changing the way in which the assessment is marked.

4.13 Multiple Classes Following the Same Course

Common tasks, conditions and marking procedures will be followed in the instance of more than one class following the same course.

- Task notifications and additional common verbal or written instructions, for Year 11 and 12 courses with more than one class, will be provided to the students on the same day. Verbal instructions will be delivered to all students sitting the task by either the teacher in charge of the assessment item or the Head Teacher Faculty.
- Common procedures and practices for offering student support during the assessment task period should also be in place to avoid advantage being provided to some groups. Each faculty will determine an appropriate drafting process as relevant for each assessment task and provide equity of opportunity for all students to access this.
- For examination or test style tasks, the teacher in charge of the task will attach a set of sample responses or a marking guide to the notification so that all class teachers are aware of the need to mark from a common set of answers. This guide is not distributed to students. For project-based learning items, the notification will be supported with a marking rubric which is distributed to students and used by staff to mark the submitted tasks.
- Blind marking, cross class section marking and cross class blanket marking are to be engaged for all year groups where more than one class undertakes a course. Sample responses across the full range of A-E grades will be moderated to ensure that there is a shared understanding of each standard of performance. Faculties are required to have established processes to accommodate shared marking and moderation practices and be able to present faculty processes to Senior Executive at audit.

4.14 Students Undertaking VET Work Placement

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods.

4.15 Technical Failure

Technical failure is not an excuse for inability to submit or complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep hard copies of text. Extensions will be given only with the agreement of the Assessment Appeals Committee and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by an Illness/Misadventure Appeal form, if any consideration is to be given by the Assessment Appeals/Dispute Committee. All such, cases will be considered individually.

4.16 Applications for Extension of Task Submission

A student may apply for an extension to a due date if they feel they have exceptional circumstances that result in a genuine inability to meet the assessment timeframe. All applications for extension must be in writing. Years 7-9 require parental/carer contact/contribution and the completed Extension of Assessment Form. For Years 10-12 appropriate supporting documentation, in the form of independent evidence such as Doctor's Certificate or Statutory Declaration, is required in addition to the completed Extension of Assessment Form.

Applications for extension need to be given to the Head Teacher Faculty (Years 7-9) and Deputy Principal (Years 10-12) at least 24 hours prior to the due date. The awarding of the extension will be at the discretion of the Senior Executive (Years 10-12) and Head Teacher (Years 7-9). Where less than 24 hours notice is provided, the Senior Executive and Head Teacher Faculty will determine if an extension is to be granted.

Acceptable reasons to apply for an extension include:

- school related business
- illness or injury where the nature of the illness or injury prevents the student's capacity to fulfil the task's requirements
- family bereavement.

Technology failure is not an appropriate reason for late submission and therefore an application for extension may be declined.

A student who wishes to apply for an extension must:

- complete an Application for Extension of Assessment form and
- submit a completed Application for Extension of Assessment Form to the Head Teacher Faculty (Years 7-9) or Deputy (Years 10-12) as soon as is reasonably possible.

The Head Teacher Faculty and Deputy Principal will determine the nature or form of the extension. This could include:

- an extension of time for submission
- completion of an alternative task at a later date or
- an adjustment of the task. Independent evidence, such as a Doctor's Certificate or Statutory Declaration, needs to be supplied for students in years 10-12.

****Completing the Application for Extension of Assessment form does not guarantee extension approval and students must continue working on the task to the best of their circumstance and ability.**

5 PROCEDURES RELATING TO MALPRACTICE

5.1 Definition and Practices

THS follows the 2011 NESA definition and practices of malpractice:

'All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results for Year 12 students.'

'Malpractice is any activity that allows students to gain an unfair advantage over other students.

It includes, but is not limited to:

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

'In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills
- The completion of the NESA program HSC: All My Own Work is mandatory for students who are entered in Preliminary courses. It is designed to help students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their stage 6 studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment' (NESA 2019).
- Documentation related to the HSC: All My Own Work program will be held by the Careers Adviser.'

5.2 Procedures for Malpractice in Tasks

Suspected malpractice is to be reported to respective faculty Head Teachers for review. Suspected malpractice is to be communicated to Senior Executive by Head Teachers. Students found to have engaged in malpractice will be awarded a zero mark and be required to complete the task again or complete an alternate task at the discretion of the Head Teacher Faculty and Senior Executive.

Malpractice is taken seriously at Toronto High School and may result in:

- zero marks for part or all of the assessment task/examination
- potential further disciplinary action taken by the school (e.g. detention, suspension, etc.) and
- documenting the malpractice on the NESA Malpractice Register.

5.3 Procedures for Malpractice in Examinations

Students are to only have materials which are necessary and permitted for the task. Students must not speak to other students from the time they enter the examination room until the time they leave. Students must not behave in a way likely to disturb other students.

Electronic devices should not be brought into the examination room. Any electronic devices entering the examination room must be turned off and placed in bags (with the exception of devices prescribed in the tasks such as approved scientific calculators). For each task, teachers are required to provide a visible working clock.

Students not making a serious attempt at the task or attempting to plagiarise or cheat will be subject to a penalty. Students found to breach any examination requirements may be removed from the examination and awarded a mark of zero.

Students removed from an examination room will report to a Head Teacher Faculty.

5.4 Appeals against Penalties Due to Malpractice

In the case of some assessment tasks (such as research tasks, major works, or projects) a log of student work is required and must be presented on request. Drafts, proofs, and rough copies of assignments should be kept to support the authenticity of the submission.

The student must appeal this decision within three school days of written notification of the zero penalty being given. Appeals must be made in writing to the relevant Deputy Principal who will submit the form to the Assessment Appeals Committee.

6 AWARDING MARKS FOR AN ASSESSMENT TASK AND PROVIDING FEEDBACK TO STUDENTS ON THEIR PERFORMANCE IN TASKS AND THEIR PROGRESS

At THS, student achievement in relation to syllabus outcomes and standards, is determined through the collection of evidence in the form of formal assessment tasks and is used for grading and ranking students within each of the courses. NESAs promote a standards-referenced approach to assessment and reporting and each syllabus states what students at each learning stage are expected to learn.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels for the RoSA only (A10, A9, B8, B7, C6, C5, D4, D3, E2).

6.1 Awarding Marks for an Assessment Task

- Marks must be awarded against explicit marking guidelines which should be developed against the course descriptors for individual subjects.
- The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations unless an Illness/Misadventure form has been submitted and upheld. Attendance and application are not to be taken into account in the final assessment mark or in any individual assessment task.
- Marks must also accurately correlate and reflect the outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity, but tasks should be weighted more heavily toward the end of the course completion.
- NESAs require all students to follow an assessment program and have an assessment mark submitted. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

6.2 Assessment Task Notification

Assessment tasks must include the following information:

<ul style="list-style-type: none">• academic year group• faculty delivering the assessment task• task number• weighting• due date	<ul style="list-style-type: none">• detailed task description and standards• outcomes• marking criteria, marking rubric or explicit marking guidelines such as a common answer sheet• method of submission.
---	--

***All assessment tasks must be issued using the appropriate THS Assessment Notification template.*

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

6.3 Assessment Feedback for Individuals and Classes

Teachers are to use the explicit marking guidelines sheet that accompanies the student assessment notification to clearly identify where individual grades/marks have been awarded. A class/course summary that identifies common and explicit feedback of a meaningful nature, articulating assessment task strengths and assessment task areas for improvement, must be completed for every assessment task so all students are aware of what needs to be done to improve for the next assessment opportunity.

All feedback and marks should be returned to students within two weeks of the task submission. Students must sign for return of task and feedback on the Student Assessment Notification and Return Register.

Additional forms of feedback may be given in accordance with the THS Feedback Policy and/or at the discretion of the Senior Executive and/or Head Teachers.

6.4 Reporting Progress

Students are to receive written and verbal feedback regarding progress. It is the teacher's responsibility to share constructive feedback with students so productive improvements can be made.

Students will receive an overall detailed report on course progress twice per year in a formal report. Faculties are to write reports in line with the THS Reporting Guidelines document for comments and record outcome as per the THS Reporting Procedures:

- A- 90-100**
- B- 70-89**
- C- 40-69**
- D- 20-39**
- E- 0-19**

6.5 Distributing Assessment Rank Order Advice at the End of the HSC Exams

Assessment task rank is to be provided for each assessment task. Cumulative assessment rank should be provided throughout the year or as a result of student request. Cumulative Rank Order is to be provided on official report documents. A cumulative rank is to be provided after each assessment task.

7 AWARDING GRADES FOR END OF COURSE PERFORMANCE

7.1 Satisfactory Completion of the Course

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- i. followed the course developed by NESAs or endorsed by NESAs and
- ii. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- iii. achieved some or all of the course outcomes.

Satisfactory completion of the Preliminary course is a prerequisite for entry into a HSC course. In cases of non-completion of course requirements (both Preliminary and HSC), an 'N' determination (non-award) may be made.

7.3 Establishing Student Performance Years 7-10

- For Years 7-10, teachers use NESAs Common Grade Scale to make professional on-balance judgments to determine which performance descriptor best matches the standards their students have achieved. Additional evidence such as formative assessment, class work and observations can be used to support any variation from the formal grade/mark. Adjusting of marks for final grades is to be done in consultation with staff, led by the Head Teacher Faculty, and approved by the Senior Executive. Marks do not necessarily represent the achievement level of a student as outlined in performance descriptors.

- The grade awarded to each student at the completion of a Stage 5 course should indicate the student's overall achievement in relation to the Course Performance Descriptors (for Board Developed Courses) or the Common Grade Scale (for School Developed Board Endorsed Courses and Content Endorsed Courses). These grades should be reflected in the marking of assessment tasks.
- Students undertaking a course based on Life Skills outcomes and content are not allocated a grade in that course. Students undertaking a Stage 5 VET course are not allocated a grade in that course.

7.4 Establishing Student Performance Year 11

For Year 11, THS follows NESA guidelines:

'These grades are determined by the student's performance in relation to the Common Grade Scale for Preliminary Courses. Teachers make professional, on-balance judgements about which grade description best matches the standards their students have demonstrated by the end of the course.

Teachers are required to ensure that the grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW. To ensure judgements are consistent with statewide standards, teachers compare their students' work with work samples on NESA website that are aligned to the A to E Common Grade Scale for Preliminary Courses. The grade awarded is reported on a student's Record of School Achievement (RoSA), a cumulative credential that allows students to accumulate their academic results until they leave school. It is also reported on their HSC credential' (NESA 2019).

7.5 Establishing Student Performance Year 12

The Year 12 assessment marks submitted to NESA must establish the rank order and reflect the relative difference between students' performances for the course.

'Schools are responsible for providing information to NESA about student performance in school-based assessments. The type of information that is provided to NESA depends on the course. The Assessment and Reporting documents located on the syllabus page for each course detail the requirements.

7.5.1 Grades

Schools will use Achievement Level Descriptions to award grades (A to E) to all students who complete Year 12 courses in English Studies and Mathematics Standard 1. The grades awarded to students for school-based assessment in these courses will be reported on the HSC credential.

Students who leave school prior to the Higher School Certificate examinations will receive a RoSA. It records grades for their completed Stage 5 and Year 11 courses and any participation in Stage 6 courses that were not completed.

Providing adjustments to assessment tasks for a student with disability does not restrict the student's access to the full range of grades.

7.5.2 Final assessment marks

'Schools will submit a final assessment mark for each Board Developed course a student completes (other than Life Skills, VET and English Studies and Mathematics Standard 1 courses). At the conclusion of the assessment program, schools will add up the assessment marks for each task ensuring that the components and weightings detailed in the Assessment and Reporting documents have been applied. To enable the moderated assessment marks to give an accurate representation

of student performance, it is important that marks submitted to NESA establish the rank order and reflect the relative differences between students' achievement in the course. Providing adjustments to assessment tasks for a student with disability does not restrict the student's access to the full range of marks.

'Schools can advise students of their rank order in each course, but must not inform students of their final, cumulative, school-based assessment mark as these marks will be moderated based on examination performance and aligned to the performance standards. Students can access their Assessment Rank Order Notice in Students Online after the last HSC examination. If a student thinks that the rank order is not correct, they can seek advice from the school about the rank order appeal process.'

7.5.3 Estimated marks

'NESA requires schools to submit an estimated examination mark for all students entered for optional HSC examinations in English Studies, Mathematics Standard 1 and VET framework courses. This mark is an estimate of likely performance in the HSC examination and will reflect the student's achievement on a task or tasks similar to the HSC examination, such as a HSC Trial Examination. The estimated examination mark should not be revealed to students as it is only used in the case of a successful illness/misadventure application' (NESA 2019).

- The student's actual performance is assessed, not potential performance. Possible effects of domestic situations or illness, attendance and application, must not be taken into account to modify assessment marks unless an appeal process has been successful.
- In accordance with the illness/misadventure provisions, the school may offer a student an alternative task or an estimate for that task. Estimated marks should be awarded based on a student's rank in the course and with consideration of performance in the course and previously submitted tasks. Estimates including the method in which an estimate is calculated will be determined by the Head Teacher of Faculty in consultation with Senior Executive.
- In the event of assigning an 'N' determination for a student's achievement in a Board Developed Course, a Grade A-E should still be submitted so that, if the student appeals successfully to NESA, the grade can be reinstated.
- HSC marks submitted to NESA will not be made available to students.

7.6 The RoSA

'The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA:

- is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.
- records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.
- is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning. The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC' (NESA 2019).
- THS will determine RoSA grades based on school assessment results and moderate these against NESA course performance descriptors and in consultation across faculties and school support units.
- THS students are to apply directly to NESA for ROSA documentation.

10 PROCEDURES FOR DEALING WITH THE ASSESSMENT OF ACCELERATED STUDENTS AND STUDENTS ELIGIBLE FOR ACCUMULATED CREDIT

10.1 Procedures for Accommodating Accelerated Students

Students may undertake a Preliminary and/or HSC course in advance of their usual cohort or in less than NESA's stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in NESA's Guidelines for Accelerated Progression. Students may accelerate in all courses (grade advancement) or in one or more courses.

Acceleration must be based on the principle of compression of work, not omission of work. Students who accelerate in one or more courses must achieve the required outcomes of the courses, but in a shorter time frame (i.e. one or more years in advance of their cohort).

Accelerating students should complete all assessment tasks (or their equivalent), that are undertaken by students completing the usual HSC program, but not necessarily in the same order or at the same time as the usual program. At the same time there may need to be flexibility in the order and timing of assessment tasks. This also means, that accelerating students should anticipate having to complete additional work at certain times and, to some extent, complete programs of work that have been specifically tailored to each student's needs.

For students accelerating by less than two years, schools should simply enter students for their accelerated course(s) for Stage 5, Preliminary or HSC study pattern(s) via Schools Online. Where the proposed advancement is for two years or more and is likely to lead to early entry for the secondary credentials, the principal must inform NESA prior to the acceleration of the student.

Accelerating students may count results, obtained in advance of their cohort, towards their Higher School Certificate. This means that acceleration, other than grade advancement, can be regarded as a form of accumulation.

10.2 Procedures for Accommodating Students Eligible for Accumulation of Preliminary Courses

There is no time restriction on the accumulation of Preliminary courses. Students may accumulate HSC courses towards the Higher School Certificate up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course. Accumulation of HSC courses cannot extend over more than a five-year period. The five-year period is a 'rolling period' so that students wishing to go beyond the five years will have the earliest year's presentation deleted.

On completion of the accumulation, all pattern of study requirements must have been met for both the Preliminary and HSC study patterns. They need not be met for each calendar year of accumulation. Students who choose to accumulate must be aware that some courses, including Board Endorsed Courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements.

A student may accumulate an Extension course by presenting the 2 unit HSC course in one year and the related Extension course in a subsequent year within the five-year accumulation period.

12 PROCEDURES FOR CONDUCTING SCHOOL REVIEWS OF FINAL ASSESSMENT MARKS AND APPEALS TO NESAS

12.1 Disputes Related to Assessment Tasks

Disputes are to be put before the Assessment Appeals/Dispute Committee. Investigation into claims and recommendations will be made by this team. Findings will be communicated to the person making the complaint by a designated member from the Assessment Appeals/Dispute Committee.

The Stage 6 Assessment Appeal / Disputes Committee will consist of: Deputy Principal, class teacher or Year Advisor and relevant Head Teacher Faculty.

If the complainant wishes to appeal the decision of the Stage 6 Assessment Appeals / Disputes Committee, the appeal will be heard by the Stage 6 Review Panel. The Stage 6 Review Panel will consist of: Principal, Deputy Principal (alternate) and other Head Teacher Faculty.

12.2 Procedures for Handling Appeals to NESAS

Students wishing to appeal against the grade(s) in any subject awarded to them by the school must submit a written appeal, together with evidence, to their principal. If the appeal is upheld, the principal will send notification of the new grade(s) to NESAS. In order to be successful in such appeals, students will need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school.

Since the appeal is directed to the progressive reporting by the school, NESAS will not revise individual tasks or test marks. Appeals management will reflect processes set out in the ACE manual regarding *Student Appeals Against Assessment Rankings in HSC Courses*:

Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESAS. There is no provision for appeal against the marks awarded for individual assessment tasks.

NESAS will consider only whether:

- a. the school review process was adequate for determining whether:
 - i. the weightings specified by the school in its assessment program conform with NESAS requirements as detailed in the syllabus packages
 - ii. the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program
 - iii. there are no computational or other clerical errors in the determination of the assessment mark.
- b. the conduct of the review was proper in all respects.

Since the appeal is directed to the assessment process, NESAS will not itself revise assessment marks or the order of merit. If the appeal is upheld, NESAS will refer the matter back to the school for a further review. The results of that review may affect the assessment of the student making the appeal and/or the assessments of other students. This may then be reflected in the moderated assessment marks for all students so affected.

NESAS will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group' (ACE Manual: NESAS 2019).

13 COMMUNICATING ASSESSMENT PROCEDURES AND PROTOCOLS

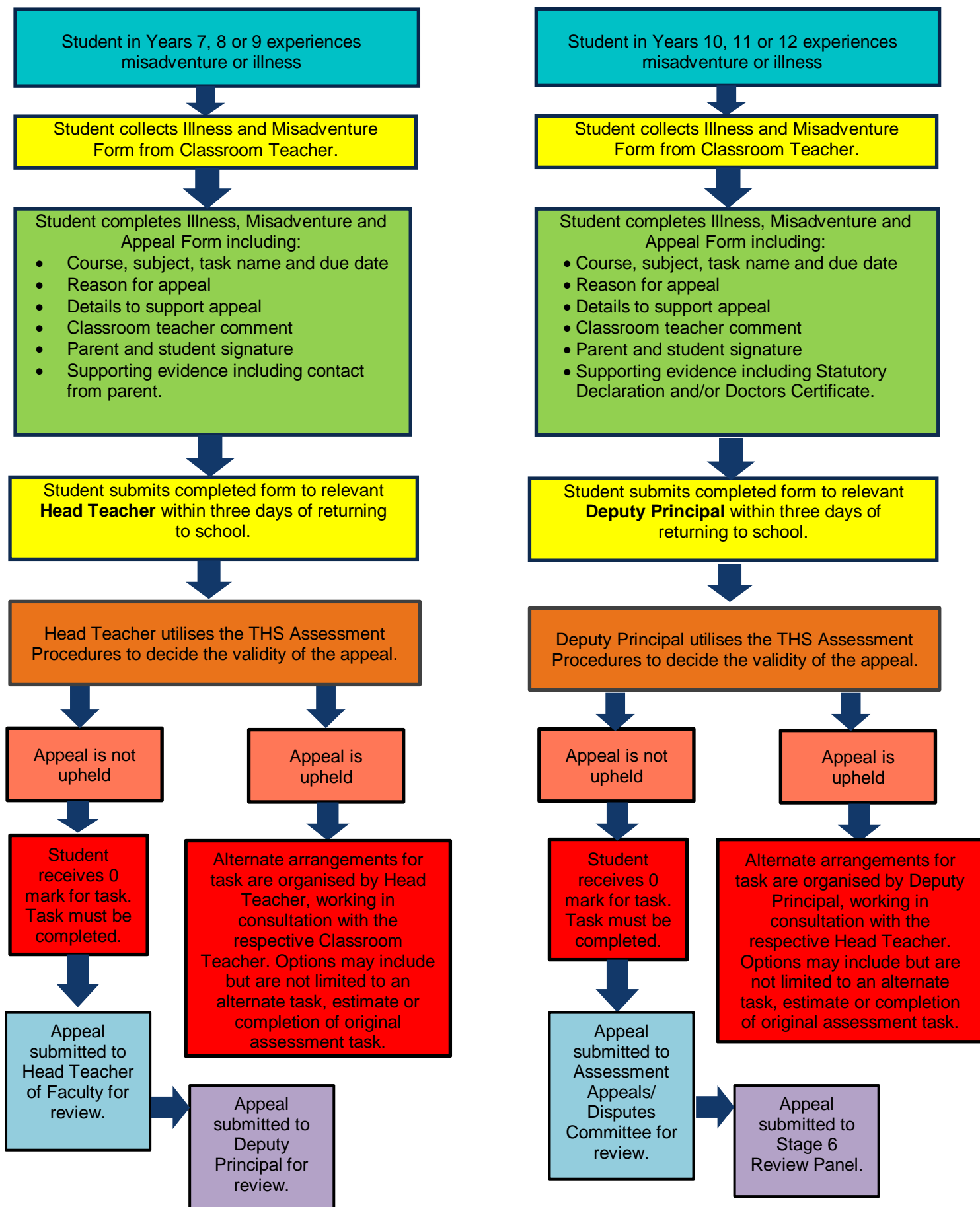
13.1 Student Awareness of the Assessment Program

Teachers are responsible for informing students about their rights and responsibilities regarding assessment. This is to be done on a regular basis throughout the year in class. Students will also be made aware of assessment rights and responsibilities throughout the year during cohort meetings and parent information evenings.

The full assessment protocols and procedures will be published on the school website and in the THS Online Management Course in Canvas. A summary version will be supplied in the Preliminary and HSC Assessment Booklets and Years 7-10 Curriculum Handbook.



TORONTO HIGH SCHOOL ILLNESS AND MISADVENTURE PROCEDURES





TORONTO HIGH SCHOOL

YEARS 11 and 12 ILLNESS AND MISADVENTURE APPEAL FORM

Note: The following checklist must be completed prior to submission to the relevant Deputy Principal. This form must be submitted no later than three days after return to school. In cases of prolonged absence contact with the school is to be made via phone.

STUDENT NAME: _____

YEAR: _____

SUBJECT: _____

TEACHER: _____

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED

- | | |
|--|---|
| <input type="checkbox"/> Course, subject, task name and due date completed
<input type="checkbox"/> Reason for appeal completed
<input type="checkbox"/> Details to support appeal completed
<input type="checkbox"/> Classroom teacher comment completed | <input type="checkbox"/> Parental/Carer signature and date completed
<input type="checkbox"/> Student signature and date completed
<input type="checkbox"/> Doctor's Certificate/Statutory Declaration attached |
|--|---|

Course: HSC Preliminary

Subject:	Task Name:	Due Date: ___/___/___
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Reason for Appeal: Illness Misadventure

Details to Support Appeal:

Classroom Teacher Comment-

Documentation Attached: Doctor's Certificate Statutory Declaration

Parent/Carer Signature:	Student Signature:
Date: / /	Date: / /

Appeal Upheld: Yes No

Estimate Based on Evidence Other:

Deputy Principal Signature:	Head Teacher Signature:
Date: / /	Date: / /



TORONTO HIGH SCHOOL
YEARS 11 and 12 APPLICATION FOR EXTENSION
OF ASSESSMENT DUE DATE FORM

STUDENT NAME: _____

YEAR: _____

SUBJECT: _____

TEACHER: _____

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED

- | | |
|--|--|
| <input type="checkbox"/> Course, subject, task name and due date completed | <input type="checkbox"/> Parental/Carer signature and date completed |
| <input type="checkbox"/> Reason for extension completed | <input type="checkbox"/> Student signature and date completed |
| <input type="checkbox"/> Details to support request completed | <input type="checkbox"/> Doctor's Certificate/Statutory Declaration attached |
| <input type="checkbox"/> Classroom teacher comment completed | |

Subject:	Task Name:	Due Date: / /
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Course: <input type="checkbox"/> HSC	<input type="checkbox"/> Preliminary
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Reason for Extension Request:

Details to Support Extension Request:

Classroom Teacher Comment:

Documentation Attached:	<input type="checkbox"/> Doctor's Certificate	<input type="checkbox"/> Statutory Declaration	<input type="checkbox"/> Other-
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Parent/Carer Signature: Date: / /	Student Signature: Date: / /
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Deputy Principal's Decision:

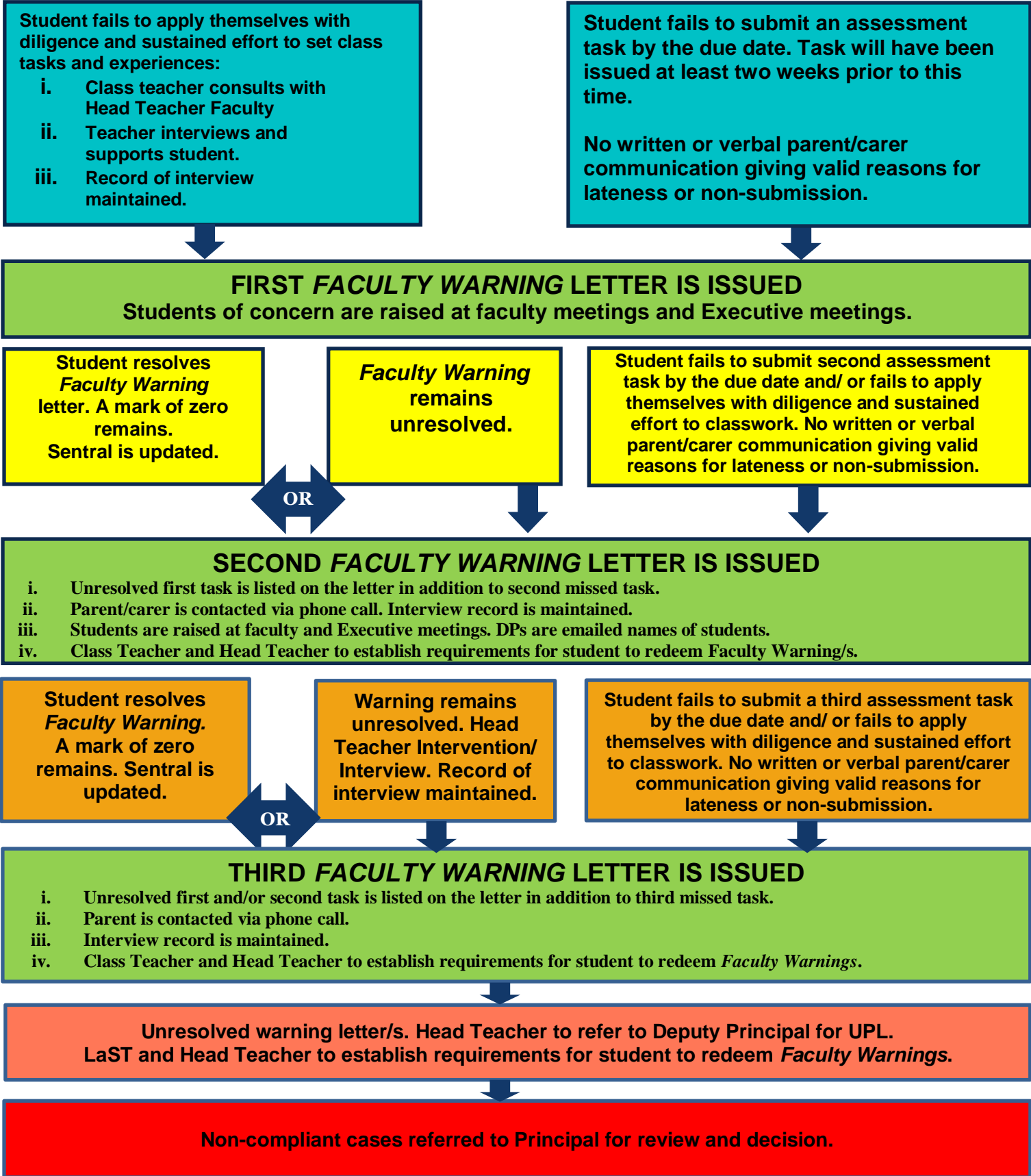
<input type="checkbox"/> Extension of due date (<i>New due date</i> _____)	<input type="checkbox"/> An adjustment to the task
<input type="checkbox"/> Completion of alternate task at a later date	<input type="checkbox"/> No extension granted

Deputy Principal's Comments:

Deputy Principal Signature: Date: / /	Head Teacher Signature: Date: / /
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TORONTO HIGH SCHOOL FACULTY WARNING FLOWCHART





TORONTO HIGH SCHOOL 'N' AWARD FLOWCHART

Student fails to apply themselves with diligence and sustained effort to set class tasks and experiences:

- iv. Teacher interviews and supports student.
- v. Record of interview maintained.

Student fails to submit an assessment task by the due date. Task will have been issued at least two weeks prior to this time.

No appeal lodged within three days or appeal is rejected by the Assessment Appeals/Dispute Committee. ZERO MARKS awarded.

FIRST 'N' WARNING LETTER IS ISSUED
Students of concern are raised at faculty meetings and Executive meetings.

Student resolves N-letter. A mark of zero remains. Sentral is updated.

Warning remains unresolved.

Student fails to submit second assessment task by the due date and/ or fails to apply themselves with diligence and sustained effort to classwork. No appeal is lodged or appeal is rejected.



SECOND 'N' WARNING LETTER IS ISSUED

- v. Unresolved first task is listed on the letter in addition to second missed task.
- vi. Parent is contacted via phone call. Interview record is maintained.
- vii. Students are raised at faculty and Executive meetings. DPs are emailed names of students.
- viii. Class Teacher & Head Teacher to establish requirements for student to redeem 'N' award warnings.

Student resolves N letter. A mark of zero remains. Sentral is updated.

Warning remains unresolved. Head Teacher Intervention/ Interview. Record of interview maintained.

Student fails to submit a third assessment task by the due date and/ or fails to apply themselves with diligence and sustained effort to classwork. No appeal is lodged or appeal is rejected.



THIRD 'N' WARNING LETTER IS ISSUED

- vi. Unresolved first and/or second task is listed on the letter in addition to third missed task.
- vii. Parent is contacted via phone call.
- viii. Interview record is maintained.
- ix. Class Teacher & Head Teacher to establish requirements for student to redeem 'N' award warnings.

Unresolved warning letter/s. Head Teacher to refer to Deputy Principal for UPL. LaST and Head Teacher to establish requirements for student to redeem 'N' award warnings.

Non-compliant cases referred to Principal for review and decision regarding 'N' determination. Principal notifies NESAs where applicable.

Aboriginal Studies– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Assignment	Major Project	Research Essay	HSC Trial Examination	
Topic	<i>Social Justice and Human Rights</i>	<i>Research and Inquiry Methods</i>	<i>Aboriginality and the Land</i>	<i>All Topics</i>	
Timing	Term 4, Week 9	Term 1, Week 10	Term 3, Week 2	Term 3, Week 3/4	
Outcomes Assessed	H1.2, H3.1 H3.2, H3.3, H4.3	H4.1, H4.2	H1.1, H1.3, H2.1, H2.2	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3	
Syllabus Components					Weighting %
Knowledge and understanding of course content	10%	10%	10%	10%	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives		10%	5%	10%	25
Research and inquiry methods including aspects of the Major Project		15%		5%	20
Communication of information, ideas and issues in appropriate forms	5%	5%		5%	15
Total %	15	40	15	30	100
Additional Subject Information:					

Ancient History– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task Topic	Historical Analysis <i>Personalities in Their Time</i> <i>(Akhenaten)</i>	Research Presentation <i>Core</i> <i>(Pompeii and Herculaneum)</i>	Analysis and Evaluation of Sources <i>Historical Periods</i> <i>(The Julio-Claudians AD14-69)</i>	HSC Trial Examination <i>Core</i> <i>Ancient Societies</i>	
Timing	Term 4, Week 6	Term 1, Week 7	Term 2, Week 5	Term 3, Week 3/4	
Outcomes Assessed	AH 12.5, AH 12.6, AH 12.7, AH 12.9	AH12.4, AH 12.6, AH12.8, AH 12.10	AH 12.2, AH 12.3, AH 12.6, AH 12.9	ALL	
Syllabus Components					Weighting %
Knowledge and understanding of course content	5%	10%	10%	15%	40
Historical skills in the analysis and evaluation of sources and interpretations	5%		10%	5%	20
Historical inquiry and research	10%	10%			20
Communication of historical understanding in appropriate forms	5%	5%	5%	5%	20
Total %	25	25	25	25	100
Additional Subject Information:					

Biology– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Topic Nature of Task	Presentation <i>Infectious Disease Presentation</i>	Research Task <i>Non-Infectious Diseases and Disorders</i>	Depth Study- Modelling <i>Modelling Hereditary Processes Depth Study</i>	Trial HSC Examination All Topics	
Timing	Term 4, Week 8	Term 1, Week 5	Term 2, Week 2	Term 3, Week 3/4	
Outcomes Assessed	BIO 11/ 12-1 BIO 11/ 12-2 BIO 11/ 12-3 BIO 11/ 12-4 BIO 11/ 12-14	BIO 11/ 12-5 BIO 11/ 12-6 BIO 11/ 12-7 BIO 11/ 12-15	BIO 11/ 12-1 BIO 11/ 12-4 BIO 11/ 12-5 BIO 11/ 12-6 BIO 11/ 12-7 BIO 11/ 12-12	BIO 11/ 12-6 BIO 11/ 12-7 BIO 11/ 12-12 BIO 11/ 12-13 BIO 11/ 12-14 BIO 11/ 12-15	
Syllabus Components					Weighting %
Knowledge and understanding of course content	5%	5%	5%	25%	40
Skills in working scientifically	15%	25%	15%	5%	60
Total 100%	20	30	20	30	100
Additional Subject Information:	Term One – The Depth Study will focus on modelling hereditary processes and is based on the mandatory outcomes. It will include 15hrs of class time. Course Overview of Topics <ul style="list-style-type: none"> ▪ Infectious Disease ▪ Non-Infectious Disease and Disorders ▪ Depth Study ▪ Heredity ▪ Genetic Change 				

Business Studies–HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research and Extended Response	In-Class Test	Stimulus-based Responses	HSC Trial Examination	
Topic	<i>Marketing</i>	<i>Marketing Finance</i>	<i>Human Resources</i>	<i>Marketing Finance Operations Human Resources</i>	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 3/4	
Outcomes Assessed	H4, H7, H8	H2, H3, H9, H10	H5, H6, H9	H1,H2,H3,H4,H5 H6, H9, H10	
Syllabus Components					Weighting %
Knowledge and understanding of course content		15%	10%	15%	40
Stimulus-based skills		5%	5 %	10%	20
Inquiry and research	20%				20
Communication of business information, ideas and issues in appropriate forms		5%	10%	5%	20
Total %	20	25	25	30	10
Additional Subject Information:					

Chemistry- HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Processing and Analysing Data	Practical Task	Depth Study	HSC Trial Examination	
Topic	<i>Organic Chemistry</i>	<i>Equilibrium and Acid Reactions</i>	<i>Acid/Base Reactions</i>	<i>Organic Chemistry Equilibrium and Acid Reactions Acid/Base Reactions Applying Chemical Ideas</i>	
Timing	Term 4, Week 9	Term 1, Week 7	Term 2, Week 9	Term 3, Week 3/4	
Outcomes Assessed	CH11/12-6, CH12-14	CH11/12-2, CH11/12-3, CH11/12-4,	CH11/12-1, CH11/12-3, CH11/12-5, CH11/12-7, CH12-13	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12/12, CH12-13, CH12/14, CH12/15	
Syllabus Components					Weighting
Knowledge and understanding of course content	5%	10%	10%	15%	40
Skills in working scientifically	15%	15%	15%	15%	60
Total %	20	25	25	30	100
Additional Subject Information:	Depth Study- Task #3. The Depth Study task is based on the mandatory Depth Study Requirement documented in the syllabus. It will be 15 hours of classtime.				

Community and Family Studies – HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Independent Research Project	Essay	Examination-Style Questions	HSC Trial Examination	
Topic	<i>Research Methodology</i>	<i>Groups in Context</i>	<i>Parenting and Caring</i>	All Topics	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Week 3/4	
Outcomes Assessed	H4.1, H4.2	H2.2, H2.3, H3.3	H3.2, H5.2	H1.1, H2.1, H2.2, H2.3, H 3.1, H3.2, H3.4, H5.1, H5.2, H6.1, H6.2	
Syllabus Components					Weighting %
Knowledge and understanding of course content	10%	5%	10%	15%	40
Skills in critical thinking, research methodology, analysing and communicating	10%	15%	20%	15%	60
Total %	20	20	30	30	100
Additional Subject Information:					

Construction- HSC/Year 12

HSC outcome: CPC20211 Certificate II in Construction Pathway- Student Competency Assessment Schedule

Assessment Events for CPC20211 Certificate II in Construction Pathways		Cluster 4	Cluster 5	Cluster 6	Work Placement 70hrs total	Yearly Exam*
		On the Level	Crack and Shatter	To Join or Not to Join		
		Date: Week: 4 Term 4 2021	Date: Week: 4 Term: 1 2022	Date: Week: 7 Term: 3 2022	Date: Week: Term: 2021 or 2022	Date: Week: 2/3 Term: 3
Code	Unit of Competency					
CPCCCM2006	Apply basic levelling procedures	✓				
CPCCWF2001A	Handle wall and floor tiling materials		✓			
CPCCWF2002A	Use wall and floor tiling tools and materials		✓			
CPCCJN2001A	Assemble components			✓		
CPCCJN2002B	Prepare for off-site manufacturing processes			✓		
CPCCCM1013	Plan and organise work			✓		
CPCCCM2001	Read and interpret plans and specifications			✓		
CPCCCM2005B	Use construction tools and equipment			✓		

Depending on the achievement of units of competency, the possible HSC qualification outcome is a CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards a CPC20211 Certificate II in Construction Pathways. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent".

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Dance – HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Core Performance with Interview and Process Diary	Core Composition with Interview and Process Diary	Development of Major Study (presentation, process diary and interview)	HSC Trial Examination	
Topic	<i>Performance</i>	<i>Composition</i>	<i>Major Study</i>	<i>Core Performance, Core Composition, Major Study and Core Appreciation</i>	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Week 3/4	
Outcomes Assessed	H2.2, H2.3*	H3.1, H3.2, H4.1, H4.3	H1.1, H1.2, H1.3*, H4.4 + H2.2 (MSP) or H3.4 (MSC)	H1.4*, H2.1, H3.3*, H3.4, H4.2, H4.5*+ H2.1 (MSP) or H3.2 (MSC)	
Syllabus Components					Weighting %
Performance	15%			5%	20
Composition		15%		5%	20
Appreciation		10%	5%	5%	20
Major Study			25%	15%	40
Total %	15	25	30	30	100
Additional Subject Information:	All topics studied throughout this course explore the syllabus components of PERFORMANCE, APPRECIATION and COMPOSITION with the additional MAJOR STUDY from one of the areas. This is done through syllabus content and practice. <u>Course Overview of Topics:</u> Dance Technique; Dance Technique Applied to Dance Performance; Core Performance Dance; Manipulation of the Elements of Dance; Generating Movement; <i>TERRAIN</i> [2012] (Francis Rings) & <i>JULIET AND ROMEO</i> [2013] (Mats Ek)				

* Note: While values and attitudes outcomes are included, they are not assessed as in the HSC assessment program

* (MSP) – Major Study Performance, (MPC) – Major Study Composition.

Drama – HSC/Year 12
Implementation for Year 12 from Term 4, 2001

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Portfolio of written tasks, based on the theatrical exploration of two plays.	Individual Project Presentation / Performance, with interview and log book.	Group Performance and logbook.	HSC Trial Examination	
Topic	<i>Studies in Drama and Theatre: Significant Plays of the 20th Century</i>	<i>The Individual Project</i>	<i>The Group Performance</i>	<i>Studies in Drama and Theatre: Significant Plays of the 20th Century and Dramatic Traditions in Australian Theatre</i>	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 9	Term 3, Week 3/4	
Outcomes Assessed	H1.7, H2.3, H3.1, H3.2, H3.3	H1.3, H1.5, H3.2	H1.1, H1.2, H1.4, H1.6, H2.1, H2.2	H3.1, H3.2, H3.3	
Syllabus Components					Weighting %
Making	10%	20%	10%		40
Performing	10%		20%		30
Critically Studying	5%	5%		20%	30
Total %	25	25	30	20	100
Additional Subject Information:	All topics studies throughout this course explore the syllabus components of making, performing, appreciating. Any costs associated with Individual Project or Group Performance are the student's responsibility.				

Earth and Environmental Science– HSC/Year 12

Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Data Analysis	Model	Depth Study	Trial HSC Examination	
Topic	<i>Earth Processes</i>	<i>Hazards</i>	<i>Resource Management</i>	<i>Earth Processes</i> <i>Hazards</i> <i>Resource Management</i> <i>Climate Science</i>	
Timing	Term 4, Week 8	Term 1, Week 7	Term 2, Week 6	Term 3, Week 3/4	
Outcomes Assessed	ESS 12-4, ESS 12-5, ESS 12-6, ESS 12-7, ESS 12 -12	ESS 12-1, ESS 12-2, ESS 12-3, ESS 12-6, ESS 12-7, ESS 12 -13	ESS 12-1, ESS 12-2, ESS 12-3, ESS 12-4, ESS 12-5, ESS 12-6, ESS 12-7, ESS 12-15	ESS 12-5, ESS 12-6, ESS 12-7, ESS 12 -12, ESS 12-13, ESS 12-14, ESS 12 -15	
Syllabus Components					Weighting %
Knowledge and understanding	5%	5%	10%	20%	40
Skills in working scientifically	15%	15%	20%	10%	60
Total %	20	20	30	30	100
Additional Subject Information:	Term 2- The Depth study is based on the Mandatory Depth Study that will be 15 hours of class time				

Engineering Studies– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Collaborative Bridge Engineering Report	In Class Challenge	Engineering Report	HSC Trial Examination	
Topic	<i>Civil Engineering</i>	<i>Civil and Personal and Public Transport</i>	<i>Aeronautical and Telecommunications</i>	<i>Civil, Personal and Public Transport, Aeronautical</i>	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 10	Term 3, Week 3/4	
Outcomes Assessed	H2.1, H3.1, H4.3, H5.1, H6.1, H6.2	H1.1, H2.1, H3.1, H3.3, H4.2, H4.3, H5.1, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.2, H4.3, H5.1, H5.2	ALL	
Syllabus Components					Weighting %
Knowledge and understanding of course content	10%	20%	10%	20%	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10%	10%	10%	10%	40
Total %	20	30	20	30	100
Additional Subject Information:					

English Advanced– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Extended Response	Imaginative Writing and Reflection	Multimodal Task	HSC Trial Examination Paper 1 and Paper 2	
Topic	<i>Common Module: Texts and Human Experiences</i>	<i>Module C: The Craft of Writing</i>	<i>Module A: Textual Conversations</i>	<i>All Modules including Module B: Critical Study of Literature (15 of the 30%)</i>	
Timing	Term 1, Week 2	Term 1, Week 7	Term 2, Week 4	Term 3, Week 3/4	
Outcomes Assessed	EA12-1, EA12-3	EA12-4, EA12-5, EA12-9	EA12-2, EA12-6, EA12-7	EA12-3, EA12-8	
Syllabus Components					Weighting %
Knowledge and understanding of course content	15%	10%	10%	15%	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	15%	10%	15%	50
Total %	25	25	20	30	100
Additional Subject Information:	<p>Common Module: <i>Texts and Human Experiences</i>. Students MUST gather a related text relevant to the Module. Students should aim to choose material from a variety of textual forms.</p> <p>Students are required to read ALL texts in the Christmas holiday break. They should re-read <i>Henry IV part 1</i> prior to the start of Term 2. They should read one of the prescribed poems aloud every night for the duration of the course.</p>				

English Extension 1– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Imaginative Writing and Reflection	Comparative Essay	HSC Trial Examination	
Topic	<i>Literary Worlds</i>	<i>Worlds of Upheaval</i>	<i>All Topics</i>	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 3/4	
Outcomes Assessed	EE12-1, EE12-5	EE12-2, EE12-4	EE12-1, EE12-3 EE12-4, EE12-5	
Syllabus Components				Weighting %
Knowledge and understanding of texts and why they are valued	15%	20%	15%	50
Skills in complex analysis composition and investigation	20%	15%	15%	50
Total %	35	35	30	100
Additional Subject Information:	Students MUST supplement their studies by researching and analysing additional relevant related texts.			

English Extension 2– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Viva Voce	Literature Review	Critique of Creative Process	
Topic	<i>The Investigating Stage</i>	<i>The Drafting Stage</i>	<i>The Revising Stage</i>	
Timing	Term 4, Week 10	Term 1, Week 6	Term 2, Week 7	
Outcomes Assessed	EEX12-1 EEX12-4 EEX12-5	EEX12-1 EEX12-2 EEX12-3 EEX12-4	EEX12-2 EEX12-3 EEX12-5	
Syllabus Components				Weighting %
Skills in extensive independent research	15%	20%	15%	50
Skills in sustained composition	15%	20%	15%	50
Total %	30	40	30	100
Additional Subject Information:				

English Standard– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Multimodal Task	Imaginative Writing and Reflection	Analytical Response	HSC Trial Examination Paper 1 and Paper 2	
Topic	<i>Common Module: Texts and Human Experiences</i>	<i>Module C: The Craft of Writing</i>	<i>Module A: Language, Identity and Culture</i>	<i>All Modules including Module B: Close Study of Literature</i>	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 3/4	
Outcomes Assessed	EN12-2 EN12-4 EN12-6	EN12-5 EN12-9	EN12-3 EN12-8	EN12-1 EN12-7	
Syllabus Components	Weighting %				
Knowledge and understanding of course content	15%	10%	10%	15%	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	15%	10%	15%	50
Total %	25	25	20	30	100
Additional Subject Information:	In the Common Module students MUST supplement their studies by researching and analysing additional relevant related texts.				

English Studies– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Multimodal Task	Persuasive Response	HSC Trial Examination	Portfolio	
Topic	<i>Common Module: Texts and Human Experiences</i>	<i>Module C On the Road: English and the Experience of Travel</i>	<i>All Modules</i>	<i>All Modules including Module A</i>	
Timing	Term 4, Week 8	Term 1, Week 8	Term 3, Week 3/4	Term 3, Week 6	
Outcomes Assessed	ES12-2 ES12-4 ES12-3	ES12-2 ES12-9 ES12-7	ES12-1 ES12-5 ES12-8	ES12-4 ES12-6 ES12-10	
Syllabus Components					Weighting %
Knowledge and understanding of course content	15%	10%	15%	10%	50
Skills in: comprehending text; communicating ideas; using language accurately, appropriately and effectively	10%	15%	15%	10%	50
Total %	25	25	30	20	100
Additional Subject Information:	Common Module: Students MUST supplement their studies by researching and analysing additional relevant related texts. Students must read, view, listen to and compose a wide range of texts, including print texts and multimodal texts. This must include at least one substantial print text and one substantial multimodal text.				

Exploring Early Childhood– HSC/Year 12

Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Study and Practical	Research and Practical	Practical Task	HSC Trial Examination	
Topic	<i>Food and Nutrition</i>	<i>Children’s Literature</i>	<i>Play and the Developing Child</i>	<i>Core and Elective Modules</i>	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 3/4	
Outcomes Assessed	1.3, 1.5, 6.1	1.2, 1.3,1.4, 4.1	4.1, 4.2, 6.1	2.2, 2.3, 2.4, 5.1, 6.2	
Syllabus Components					Weighting %
Knowledge and understanding	10%	10%	10%	20%	50
Skills	15%	15%	15%	5%	50
Total %	25	25	25	25	100
Additional Subject Information:	Course Overview: Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.				

Board Endorsed Course:**Furniture Making Pathways****Course outcome: 3Unit x 1yr 180hr MSF20516 Certificate II in Furniture Making Pathways Student Competency Assessment Schedule**

Assessment Events for MSF20516 Certificate II in Furniture Making Pathways		Cluster 1	Cluster 2	Cluster 3	Cluster 4	
		Measure twice, cut once	Cabinet Magic	Futureproof	All up to me	
		Date:18/6/2021 Week: 9 Term: 2 2021	Date:3/12/2021 Week: 9 Term: 4 2021	Date:1/4/2022 Week: 9 Term: 1 2022	Date:16/9/2022 Week: 9 Term: 3 2022	
Code	Unit of Competency					
FGN2001 MSFFP2006 MPC1103	Make measurements and calculations Make simple timber joints Demonstrate care and safe practices at work	✓				
FFP2003 FM2002 MSUP106	Prepare surfaces Assemble furnishing components Work in a team		✓			
FP2002 MENV272 MEM16008A	Develop a career plan for the furnishing industry Participate in environmentally sustainable work practices Interact with computing technology			✓		
FP2001 FM2003 MSFFP2005	Undertake a basic furniture making project Select and apply hardware Join furnishing materials				✓	

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **MSF20516 Certificate II in Furniture Making Pathways** or a Statement of Attainment towards a **MSF20516 Certificate II in Furniture Making Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

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Geography– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Topic Test	Field Study	Research Report	HSC Trial Examination	
Topic	<i>Ecosystems at Risk</i>	<i>Urban Places</i>	<i>Economic Activity</i>	<i>Ecosystems at Risk</i> <i>Urban Places</i> <i>Economic Activity</i>	
Timing	Term 1, Week 3	Term 2, Week 3	Term 3, Week 1	Term 3, Week 3/4	
Outcomes Assessed	H1, H2, H5, H6	H1, H8, H10, H11	H1, H4, H8, H9	H1, H2, H3, H4, H5, H6, H11, H12, H13	
Syllabus Components					Weighting %
Knowledge and understanding of course content	10%		10%	15%	35
Geographical tools and skills	5%	10%		10%	25
Geographic inquiry and research, including fieldwork		10%	10%		20
Communication of geographical information, ideas in appropriate forms	5%	5%	5%	5%	20
Total %	20	25	25	30	100
Additional Subject Information:					

History Extension– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Multimodal Presentation	Historical Process (proposal, process log, annotated sources)	Essay	
Topic	<i>Constructing History</i>	<i>History Project</i>	<i>History Project</i>	
Timing	Term 1, Week 4	Term 2, Week 9	Term 3, Week 6	
Outcomes Assessed	HE12-1, HE12-3 HE12-4	HE12-1, HE12-2 HE12-4	HE12-1, HE12-2 HE12-3, HE12-4	
Syllabus Components				Weighting %
Knowledge and understanding about significant historical ideas and processes	25%	5%	10%	40
Skills in designing, undertaking and communicating historical inquiry and analysis	5%	25%	30%	60
Total %	30	30	40	100
Additional Subject Information:				

Hospitality SIT20316– HSC/Year 12

Implementation for Year 12 from Term 4, 2021

HSC Outcome: SIT20316 Certificate II in Hospitality Student Competency Assessment Schedule

Delivery Strategy A Assessment Events for SIT20316 Certificate II in Hospitality			Event 4	Event 5	Event 6 B	½ yearly Exam*	Trial Exam*
			Espresso Yourself	Lite Bites	Working in Industry (Work placement B)		
Cluster	Code	Unit of Competency					
Event 4 Espresso Yourself	SITHFAB005	Prepare and serve espresso coffee	✓				
	BSBWOR203	Work effectively with others	✓				
	SITXCCS003	Interact with customers	✓				
Event 5 Light Bites	SITHCCC006	Prepare appetisers and salads		✓			
	SITHCCC002	Prepare and present simple dishes		✓			
	SITHCCC001	Use food preparation equipment		✓			
Event 6 B Working in Industry (Work placement - B)	SITHIND003	Use hospitality skills effectively			✓		
	SITXCOM002	Show social and cultural sensitivity			✓		

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

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Industrial Technology– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Major Project Proposal	Industry Study Examination	Major Project and Folio	HSC Trial Examination	
Topics				<i>Industry Study and Focus Area Content</i>	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 9	Term 3, Week 3/4	
Outcomes Assessed	H3.1, H3.2, H5.1, H6.1	H1.1, H1.2, H1.3, H7.1, H7.2	H2.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H4.3, H6.1, H6.2, H7.1, H7.2	
Syllabus Components					Weighting %
Knowledge and understanding of course content		20%		20%	40
Knowledge and skills in the design, management, communication and production of a major project	15%		40%	5%	60
Total %	15	20	40	25	100
Additional Subject Information:					

Investigating Science– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Practical Investigation	Secondary Sourced Research Task	Depth Study Critical Review	HSC Trial Examination	
Topic	<i>Scientific Investigations</i>	<i>Scientific Investigations and technologies</i>	<i>Fact or Fallacy and Science and Society</i>	<i>Modules 5-8</i>	
Timing	Term 4, Week 8	Term 1, Week 5	Term 2, Week 8	Term 3, Week 3/4	
Outcomes Assessed	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-12	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS12-13	INS11/12-1 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14 INS12-15	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15	
Syllabus Components					Weighting %
Knowledge and understanding	5%	5%	10%	20%	40
Skills in working scientifically	15%	15%	20%	10%	60
Total %	20	20	30	30	100
Additional Subject Information:					

Legal Studies– HSC/Year 12
Implementation for Year 12 from Term 4, 2020

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research	In Class Examination	In-Class Essay	HSC Trial Examination	
Topic	<i>Human Rights</i>	<i>Crime</i>	<i>Consumers Contemporary Issues</i>	<i>All Topics</i>	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9	Term 3, Week 3/4	
Outcomes Assessed	H8, H9, H10	H1, H7, H8, H9, H10	H4, H5, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	
Syllabus Components					Weighting %
Knowledge and understanding of course content	5%	10%	15%	10%	40
Analysis and evaluation		5%	5%	10%	20
Inquiry and research	10%		5%	5%	20
Communication of legal information, issues and ideas in appropriate forms	5%	5%	5%	5%	20
Total %	20	20	30	30	100
Additional Subject Information:					

HSC Manufacturing & Engineering – Introduction

Student Competency Assessment Schedule

HSC outcome: MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways

Assessment Events for SOA towards MEM20413 Certificate II in Engineering Pathways		Cluster 4	Cluster 5	Cluster 6	Work Placement 35hrs total	Yearly Exam*
		Can we build it	Sparks and Noise	My Pathway		
		Date: 19/8/2022 Week: 5 Term 3 2022	Date: 19/8/2022 Week: 5 Term: 3 2022	Date:8/4/2022 Week: 10 Term: 1 2022	Date: Week: Term: T1 2022	NIL
Code	Unit of Competency					
MEMPE006A	Undertake a basic engineering project	✓				
MEMPE001A	Use engineering workshop machines	✓				
MEMPE005A	Develop a career plan for the engineering and manufacturing industry			✓		
MEMPE002A	Use Electric welding machines		✓			
MEMPE004A	Use fabrication equipment		✓			

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

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Mathematics Advanced – HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Class Test	Class Test	Investigative Assignment	Formal Examination	
Topic	<i>MA-F2: Functions</i> <i>MA-T3: Trigonometric Functions and Graphs</i>	<i>MA-C2: Calculus</i> <i>MA-C3: Calculus</i>	<i>MA-S2: Statistics</i> <i>MA-S3: Statistics</i>	<i>Year 11 Topics</i> <i>MA-F2: Functions</i> <i>MA-T3: Trigonometric Functions</i> <i>MA-C2: Calculus</i> <i>MA-C3: Calculus</i> <i>MA-C4: Calculus</i> <i>MA-S2: Statistics</i> <i>MA-S3: Statistics</i> <i>MA-M1: Financial Mathematics</i>	
Timing	Term 4, Week 11	Term 1, Week 6	Term 2, Week 8	Term 3, Week3/4	
Outcomes Assessed	MA12-1, MA12-5, MA12-10	MA12-3, MA12-6, MA12-10	MA12-8, MA12-9, MA12-10	MA11-1, MA11-2, MA11-3, MA11-4, MA11-6, MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8	
Syllabus Components					Weighting %
Understanding, fluency and communication	15%	10%	10%	15%	50%
Problem solving, reasoning and justification	15%	10%	10%	15%	50%
Total %	30%	20%	20%	30%	100%
Additional Subject Information:	<p>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.</p> <p>MA12-4 Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems.</p> <p>MA12-5 Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs.</p> <p>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.</p> <p>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. *The HSC Trial Examination will also assess all Year 11 Topics.</p>				

Mathematics Extension 1 – HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	
Nature of Task Topic	Investigative Assignment <i>ME11-4: Exponential Growth and Decay</i> <i>ME-P1: Proof</i>	Class Test <i>ME-V1: Vectors</i> <i>ME-T3: Trigonometric Equations</i> <i>ME-C3.2: Differential Equations</i>	HSC Trial Examination <i>ME-P1: Proof</i> <i>ME-V1.1: Vectors</i> <i>ME-V1.2: Vectors</i> <i>ME-T3: Trigonometric Equations</i> <i>ME-C3.2: Calculus</i> <i>ME-V1.3: Vectors</i> <i>ME-C2: Calculus</i> <i>ME-C3: Calculus</i> + Year 11 Topics	
Timing	Term 4, Due Week 9	Term 2, Week 2	Term 3, Week 3/4	
Outcomes Assessed	ME11-4, ME12-1, ME12-2, ME12-6, ME12-7	ME12-3, ME12-4, ME12-7	ME11-1, ME11-2, ME11-4, ME11-5, ME12-1, ME12-2, ME12-3, ME12-4, ME12-7	
Syllabus Components				Weighting %
Understanding, fluency and communication	15%	20%	15%	50
Problem solving, reasoning and justification	15%	20%	15%	50
Total %	30	40	30	100
Additional Subject Information:	<p>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</p> <p>**The HSC Trial Examination will also assess all Year 11 topics.</p>			

Mathematics Extension 2 – HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Investigative Assignment	Class Test	Class Test	HSC Trial Examination	
Topics	<i>MEX-N1, MEX-N2: Complex Numbers</i>	<i>MEX-P1, MEX-P2: Proof</i>	<i>MEX-V1: Vectors</i>	<i>MEX-N1: Complex Numbers</i> <i>MEX-N2: Complex Numbers</i> <i>MEX-P1: Proof</i> <i>MEX-P2: Proof</i> <i>MEX-V1: Vectors</i> <i>MEX-C1: Further Integration</i>	
Timing	Due Term 1, Week 3	Term 1, Week 8	Term 2, Week 6	Term 3, Week 3/4	
Outcomes Assessed	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2.	MEX12-3, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8	
Syllabus Components					Weighting %
Concepts, skills and techniques: Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	15%	10%	10%	15%	50
Reasoning and communication: Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	15%	10%	10%	15%	50
Total %	30	20	20	30	100%
Additional Subject Information	OUTCOMES: 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				

Mathematics Standard 1 – HSC/Year 12

Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Class Test	Class Test	Investigative Assignment	Formal Examination	
Topic	Measurement <i>Scale Drawings M5</i> Financial Mathematics <i>Investment F2</i>	Statistical Analysis <i>Statistical Investigation Process S3.1</i> Financial Mathematics <i>Depreciation and Loans F3</i>	Networks <i>Networks and Paths N1</i> Algebra <i>Graphs of Practical Situations A3.2</i>	<i>Year 11 Topics:</i> <i>Scale Drawings, Investments, Depreciation and Loans, Statistical Investigation Process, Simultaneous Linear Equations, Graphs of Practical Situations, Networks and Paths, Right-angled Triangles.</i>	
Timing	Term 4, Week 9	Term 1, Week 7	Term 2, Week 9	Term 3, Week 3/4	
Outcomes Assessed	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10; MS-11-1, MS-11-3, MS-11-4, MS-11-5, MS-11-7, MS-11-8.	
Syllabus Components					Weighting %
Understanding, fluency and communication	15%	10%	10%	15%	50
Problem solving, reasoning and justification	15%	10%	10%	15%	50
Total %	30	20	20	30	100
Additional Subject Information:	<p>Standard 1 Outcomes: MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts MS1-12-2 analyses representations of data in order to make predictions and draw conclusions MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms MS1-12-7 solves problems requiring statistical processes MS1-12-8 applies network techniques to solve network problems MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others **The HSC Trial Examination will also assess all year 11 topics</p>				

Mathematics Standard 2 – HSC/Year 12

Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Class Test	Class Test	Investigative Assignment	HSC Trial Examination	
Topics	A4.1 <i>Simultaneous Linear Equations</i> A4.2 <i>Non-Linear Relationships</i>	F4.1 <i>Investments</i> F4.2 <i>Depreciation and Loans</i>	N2.1 <i>Network Concepts</i> N2.2 <i>Shortest Paths</i> N3 <i>Critical Path Analysis</i>	<i>Simultaneous Linear Equations, Non-Linear Relationships, Investments, Depreciation and Loans, Annuities, Bivariate Data Analysis, Network Concepts, Shortest Paths, Critical Path Analysis, Non-Right-Angled Trigonometry, and Year 11 Topics.</i>	
Timing	Term 4, Week 11	Term 1, Week 7	Term 2, Due Week 8	Term 3, Weeks 3/4	
Outcomes Assessed	MS2-12-1, MS2-12-6, MS2-12-10	MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10; MS-11-1, MS-11-3, MS-11-4, MS-11-5, MS-11-7, MS-11-8.	
Syllabus Components					Weighting %
Understanding, fluency and communication	10%	10%	15%	15%	50%
Problem solving, reasoning and justification	10%	10%	15%	15%	50%
Total %	20%	20%	30%	30%	100%
Additional Subject Information	<p>OUTCOMES: MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data MS2-12-8 solves problems using networks to model decision-making in practical problems MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response *The HSC Trial Examination will also assess all Year 11 topics.</p>				

Modern History– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Class test using primary and secondary sources	Research and Class Examination	Historical Analysis	HSC Trial Examination	
Topic	<i>Power and Authority in the Modern World</i>	<i>Civil Rights in the USA 1945 - 1968</i>	<i>National Study Japan 1904 - 37</i>	<i>All topics examined (INCLUDING: Conflict in Europe 1935—45)</i>	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Week 3/4	
Outcomes Assessed	MH12-2, MH12-3, MH12-4, MH12-9	MH12-3, MH12-7, MH12-8, MH12-9	MH12-5, MH12-6, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Syllabus Components					Weighting %
Knowledge and understanding of course content	5%	10%	10%	15%	40
Historical skills including analysis and evaluation of source and interpretations	10%			10%	20
Historical inquiry and understanding		10%	10%		20
Communication of historical understanding in appropriate forms	5%	5%	5%	5%	20
Total %	20	25	25	30	100
Additional Subject Information:					

Music 1 – HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Core Performance presentation and Viva Voce	Core Composition presentation and Elective 1 choice	Aural Examination and Elective 2 and Elective 3 choice	HSC Trial Examination	
Topic	<i>An Instrument and Its Repertoire</i>	<i>Popular Music</i>	<i>Music of the 20th and 21st Centuries</i>	<i>Performance and Trial Aural Examination.</i>	
Timing	Week 10, Term 4	Week 7, Term 1	Week 6, Term 2	Term 3, Week 3/4	
Outcomes Assessed	H1, H2, H4, H5, H6	H3, H5, H6, H7 * Additional Subject Information	H4, H6, H7, H8 * Additional Subject Information	H4, H6, H8 * Additional Subject Information	
Syllabus Components					Weighting %
Core Musicology	10%				10%
Core Composition		10%			10%
Core Performance	10%			0% Optional performance	10%
Aural			10%	15%	25%
Elective 1 Performance, Musicology Viva Voce, or Composition		10%		5%	15%
Elective 2 Performance, Musicology Viva Voce, or Composition			10%	5%	15%
Elective 3 Performance, Musicology Viva Voce, or Composition			10%	5%	15%
Total %	20%	20%	30%	30%	100%
Additional Subject Information: *Teachers will select appropriate outcomes based on Elective options selected by each student.	<p>Course Outcomes and Topic Overviews: Develop the ability to perform solo or as part of an ensemble in various styles, to compose showing an understanding of the Concepts of Music and to aurally analyse different musical genres demonstrating an understanding of stylistic features and techniques used in music.</p> <p>Topic 1 – An Instrument and its Repertoire - Solo instrumental music, changes to instruments, vocal/instrumental music with or without accompaniment, impact of technology and the role of improvisation.</p> <p>Topic 2 – Popular music - Music of a group or composer, style, music of a solo performer, role of improvisation, technology.</p> <p>Topic 3 – Music of the 20th and 21st Centuries - A style, music of a composer, a genre, popular music, art music, impact of technology, role of improvisation.</p>				

PDHPE – HSC/Year 12

Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Analysis	Training Plan Response	Research	HSC Trial Examination	
Topic	<i>Sports Medicine</i>	<i>Factors Affecting Performance</i>	<i>Health Priorities in Australia</i>	<i>All Modules and Options</i>	
Timing	Term 4, Week 8	Term 1, Week 7	Term 2, Week 10	Term 3, Weeks 3-4	
Outcomes assessed	H8, H13	H10, H11, H17	H1, H2, H3, H16	All Outcomes (except H6 and H12)	
Syllabus Component					Weighting %
Knowledge and understanding of course content	10%	10%	10%	10%	40
Skills in critical thinking, research, analysing and communicating	10%	10%	20%	20%	60
Total %	20	20	30	30	100
Additional Subject Information:					

Photography, Video and Digital Imaging – HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Photographs and Case Study	Film and Case Study	HSC Trial Examination	Body of Work	
Topic	<i>Abstraction and Surrealism</i>	<i>Introduction to Film Making</i>	<i>Case and Content Studies</i>	<i>Self-Initiated Project</i>	
Timing	Term 1, Week 5	Term 2, Week 10	Term 3, Week 3/4	Term 3, Week 7	
Outcomes Assessed	M1, M5, M6, CH1, CH3	M3, M4, CH4, CH5	CH1, CH2, CH3, CH4	M1, M2, M3, M4	
Syllabus Components					Weighting %
Making	20%	20%		30%	70
Critical and Historical Interpretations	10%	10%	10%		30
Total %	30	30	10	30	100
Additional Subject Information:	All topics studied throughout this course explore the syllabus components of Making, Critical and Historical Interpretations through the syllabus content of the Frames, Conceptual Framework and PDM Practice.				

Physics- HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Practical Task	Process/Analyse Data	Depth Study	HSC Trial Examination	
Topic	<i>Electromagnetism</i>	<i>The Nature of Light</i>	<i>From the Universe to the Atom</i>	<i>All Topics</i>	
Timing	Term 4, Week 10	Term 1, Week 8	Term 2, Week 10	Term 3, Week 3/4	
Outcomes Assessed	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH12-13	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-15	PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15	
Syllabus Components					Weighting %
Skills in working scientifically	15%	15%	15%	15%	60
Knowledge and understanding of course content	5%	10%	10%	15%	40
Total %	20	25	25	30	100
Additional Subject Information:	Depth study- Task #3. The Depth study task is based on the mandatory Depth Study Requirement documented in the syllabus. It will be 15 hours of class time. <u>Course Overview of Topics:</u> Electromagnetism, Advanced Mechanics, The Nature of Light, Depth Study and From the Universe to the Atom				

Society and Culture– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Secondary Research	Report	Primary Research	HSC Trial Examination	
Topic	<i>Core: Social and Cultural Continuity and Change</i>	<i>Depth Study A</i>	<i>Depth Study B</i>	<i>All Topics</i>	
Timing	Term 1, Week 1	Term 1, Week 10	Term 2, Week 10	Term 3, Week 3/4	
Outcomes Assessed	H1,H3,H4,H5, H6,H7,H10	H1,H2,H3,H5,H7, H9,H10	H1,H2,H3,H5,H7, H9,H10	H1,H2,H3,H5, H7,H9,H10	
Syllabus Components					Weighting %
Knowledge and understanding of course content	10%	10%	10%	20%	50
Application and evaluation of social and cultural research methods	5%	10%	10%	5%	30
Communication of information, ideas and issues in appropriate forms	5%	5%	5%	5%	20
Total %	20	25	25	30	100
Additional Subject Information:	Personal Interest Project (30% course time) Course Overview of Topics: Core – Social and Cultural Continuity and Change, Popular Culture, Belief Systems and Ideologies, Social Inclusion and Exclusion, Social Conformity and Nonconformity, Depth Studies (2 to be chosen) Components: Introduction, Log, Central Material, Conclusion, Resource list				

Sport Lifestyle and Recreation Studies (SLR) – HSC/Year 12

Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Written Submission	Written Submission (in class)	Demonstration (in class)	
Topic	<i>Sports Administration</i>	<i>Individual Games and Sports Applications</i>	<i>First Aid and Sports Injuries</i>	
Timing	Term 4, Week 10	Term 1, Week 10	Term 2, Week 10	
Outcomes Assessed	1.1, 1.3, 1.6, 4.2, 4.5	2.1, 3.2, 4.4	3.6, 4.2, 4.5	
Syllabus Components				Weighting %
Knowledge and understanding of course content	20%	15%	15%	50%
Skills in critical thinking, research, analysing and communicating	20%	15%	15%	50%
Total %	40%	30%	30%	100%
Additional Subject Information:				

Visual Arts – HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Development of the Body of Work and Analysis of Art Making Practice through the Frames	Development of the Body of Work and Written Accounts of Art Making through the Conceptual Framework	Extended Written Response Case Study Essay	Resolution of the Body of Work and HSC Trial Examination	
Topic	<i>The Artist and their Practice</i>	<i>Practical</i>	<i>Case Study Response</i>	<i>Practical, Case and Content studies</i>	
Timing	Term 4, Week 10	Term 1, Week 8	Term 2, Week 7	Term 3, Week 3/4	
Outcomes Assessed	H1, H3, H4, H9	H2, H5, H6, H8	H8, H10	H5, H6, H7, H8, H9, H10	
Syllabus Components					Weighting %
Art Making	10%	20%		20%	50
Art Criticism and Art History	10%	10%	20%	10%	50
Total %	20	30	20	30	100
Additional Subject Information:	<p><u>HSC Course:</u></p> <ul style="list-style-type: none"> • development of a body of work and use of a process diary • a minimum of five Case Studies (4–10 hours each) • deeper and more complex investigations in art making, art criticism and art history. <p><u>Course Overview of Topics and Content:</u></p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p>				

Work Studies– HSC/Year 12
Implementation for Year 12 from Term 4, 2021

Task Number	Task 1	Task 2	Task 3	
Nature of Task	School Projects and Transition	Metal/Timber Project	My Working Life Portfolio	
Topic	<i>Modules 1, 10, 11 and Core</i>	<i>Modules 10 and 11</i>	<i>Modules 10 and 11</i>	
Timing	Term 4, Week 10	Term 3, Week 5	Term 3, Week 7	
Outcomes Assessed	1,2,5,6,7	1,2,5,6,7	1,2,3,4,8,9	
Syllabus Components				Weighting %
Knowledge and understanding of course content	10%	10%	10%	30
Skills	30%	30%	10%	70
Total %	40	40	20	100
Additional Subject Information:	<ul style="list-style-type: none"> • A portfolio, <i>My Working Life</i>, must be completed to demonstrate workplace experience and skills achieved. • Students will be required to undertake a Work Health and Safety Certificate. There will be a monetary charge for this. • Students may complete an optional First Aid Certificate. There will be a monetary charge for this (advisable for industry employment). <p>Course Overview of Topics Course may comprise of: Employer Expectations and Interview Day; Timber Industry Skills; Metal Industry Skills; Group Practical Project & Work-Based Portfolio</p>			

Higher School Certificate 2022- Certificate II Skills for Work and Vocational Pathways

Student Competency Assessment Schedule

Assessment Events for FSK20113 Certificate II in Skills for Work and Vocational Pathways		Event 4	Task 1		
		MY FUTURE	Computer Applications		
		Date: 9/9/2022 Week 8 Term 3	Date: 9/9/2022 Week 8 Term 3	Date: Week Term	Date: Week Term
Code	Unit of Competency				
FSKLRG10	Use routine strategies for career planning	x			
FSKRDG10	Read and respond to routine workplace information	x			
FSKWTG09	Write routine workplace texts	x			
FSKOCM05	Use oral communication skills for effective workplace presentations	x			
	Computer Application 60hours		x		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II Skills for Work and Vocational Pathways (FSK20113) or a Statement of Attainment towards a Certificate II in Skills for Work and Vocational Pathways (FSK20113)

* Units to be delivered within the course will be confirmed by your teacher.

** Recommended delivery of FSK20113 is through project-based learning and in alignment with Industry framework units of competency.

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