

2024-
2025

HSC Assessment Information



*Growth of the mind
Developing the person*

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HSC COURSE ASSESSMENT GUIDELINES

This document has been prepared with reference to:

DoE: *Curriculum planning and programming, assessing and reporting to parents (2016)*

NESA: *Principles for Assessment – Stage 6 (2017)*

Assessment, Certification and Examination Manual (ACE- current edition)

Effective Assessment Principles

This policy has been developed to ensure that Assessment for students in all courses is administered in accordance with the NSW Education Standards Authority (NESA) mandatory regulations. This policy also includes procedures which are designed to ensure quality practice in designing, marking and recording assessment tasks and data at Macksville High School.

Assessment Schedule

The assessment schedule is developed at the beginning of the Stage 6 course. The schedule is approved by the Faculty Head Teacher, and published in *The Assessment Information Handbook* which is provided for students and parents.

Each student will be provided with an assessment calendar indicating the week in which assessment tasks will fall. Students are then given a specific assessment task information sheet with at least two weeks' notice of the exact date of a task. The assessment task sheet will indicate the type of assessment, the outcomes assessed, the weighting of the task and will have marking guidelines attached.

Each student will be required to sign a register when they receive the task information sheet, when they submit their task and when the task is returned with feedback.

It is the responsibility of the student if they are away to ensure that they receive any distributed assessment tasks as outlined in the assessment booklet.

The Nature of Assessment Tasks

The nature of Assessment Tasks is directed by the mandated course components from the NSW Education Standards Authority.

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

Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

Assessment:

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

Each assessment task should:

- *be based on syllabus outcomes*
- *be a valid instrument for what they are designed to assess*
- *include criteria to clarify for students what aspects of learning are being assessed*
- *enable students to demonstrate their learning in a range of task types*
- *be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement*
- *be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills*
- *enable students and teachers to use feedback effectively and reflect on the learning process*
- *be inclusive of and accessible for all students*
- *be part of an ongoing process where progress is monitored over time.*

Extract from Principles of Assessment for Stage 6 2017

Teachers are expected to:

- Follow all NESAs mandatory requirements for assessment and reporting.
- Conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding.
- Develop quality assessment tasks including rubrics for students and well-constructed marking schemes.
- Provide effective feedback to students in relation to their strengths, weaknesses and areas for improvement.
- Assist student learning and encourage students to take greater responsibility for their learning.
- Evaluate and refine teaching programs in response to student performance.
- Report student achievement to various audiences including NESAs, parents, employers and others in ways that meet their needs.
- Ensure the authenticity of student responses when tasks are completed outside of class time.
- Provide information on student learning and progress in a course in relation to syllabus outcomes.

Student responsibilities in relation to assessment:

1. Students are expected to complete all assessment tasks by the due date and time.
2. Some assessment tasks involve attendance at excursions, field studies etc. Attendance is compulsory. Where financial hardship is a factor the Faculty Head Teacher should be approached for assistance.
3. It is the student's responsibility to ensure that they backup academic work created using computers. Failure of technology is not a valid reason for not submitting a task on time.
4. All work submitted for assessment must be the student's own work. Any breach of this rule will result in a mark of zero.

Number of Tasks

Each subject has a mandated amount of formal assessments they require. This is limited to three tasks in Year 11 and four in Year 12. There are specified minimum and maximum weightings for formal tasks that assess student knowledge, understanding and skills.

Submission of Assessment Tasks

All tasks are due by 9am on the due date. They must be handed to the Class Teacher/ Head Teacher and each student must sign to indicate submission of task.

Specific tasks and major works may be completed within class time or have alternate submission instructions. In this instance students are required to be present at school and in class for the entire day.

Late tasks will be accepted by the teacher and given a zero mark unless a illness/misadventure application has been submitted. Students still must sign in acknowledgement and register that the task is late. Students will still receive appropriate feedback regarding their progress.

Misadventure Information

Students are able to lodge a misadventure application if they believe that circumstances beyond their control have diminished their performance in an assessment task.

Reasons for lodging an application for illness/misadventure may include unavoidable events such as:

- Illness or injury
- Death of a family member or friend
- Traffic accident
- Isolation due to weather

Reasons **do not** include;

- Family holidays
- Misinterpretation of date or task
- Attendance at sporting or cultural events

If in the rare instance a student has an event that is school sanctioned which conflicts with an assessment task, they must also follow the illness/misadventure process and each case will be evaluated individually. After the illness/misadventure form has been lodged it will be evaluated and a decision will be made.

If the application is successful there are a number of options that will be considered by the Head Teacher or Principal.

They include:

- An alternate date or early submission
- Estimation
- An alternate task

Documentation

Students will need to provide evidence to support their illness/misadventure.

This may include:

- Doctors or other medical practitioners certificate
- A statutory declaration outlining specific circumstances and events
- Funeral/Death notice

Illness/Misadventure during Examination Periods

If a student becomes ill or experiences an unavoidable event and cannot attend an examination they must ring the school on 6568 1066. They can speak to one of the following people to explain the situation:

- Principal
- Year Adviser
- Head Teacher Teaching and Learning
- Deputy Principal
- Head Teacher of the subject

If a student is ill before the examination but can still attend, they should tell the supervising teacher when they arrive and see their Year Adviser afterwards. If a student is ill during an examination and it may have affected their performance they must tell the supervising teacher immediately.

Pathways of Study in Senior Years

There are a number of pathways available at Macksville High School for senior students depending upon the student's academic ability, career aspirations, interests and skills.

1. **HSC Course/ATAR Pathway** involves students studying at least 10 units of Board Developed Courses and they are eligible to apply for an ATAR and attend University. They may include one VET course in these 10 units.
2. **HSC Course/NON-ATAR Pathway** involves students studying at least 10 units which may be a combination of Board Developed and Board Endorsed Courses. They are not eligible for an ATAR and are more likely to have career aspirations which include TAFE or on the job training.

Vocational Education and Training (VET) – Dual Accreditation

Students who have elected to study a VET (Vocational Education and Training) course will be assessed on their ability to achieve competency standards over a continuous, two-year course of study, as opposed to other courses which separate Preliminary (Year 11) and HSC (Year 12) requirements.

Students have the opportunity to gain *Industry Accreditation* by achieving the required competency standards AND *Higher School Certificate Accreditation* by sitting for the Higher School Certificate Examination in the Vocational Education course. Students wanting to use their VET course for the Australian Tertiary Admissions Rank (ATAR) must sit the external examination.

A compulsory element of assessment is the satisfactory completion of 70 hours of work placement in a relevant industry.

VET Requirements

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. If a student fails to undertake the mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an **'N' determination**.

Students **MUST** complete 35 hours of work placement in both the Preliminary and HSC courses. Failure to satisfactorily complete these requirements **WILL** result in an 'N' determination for the particular VET course. If a student only has 10 HSC units this **WILL** mean that they will not receive a Higher School Certificate.

If a student needs to catch up work placement hours where it is not listed in the assessment schedule it is a requirement that they check for other due tasks prior to commencing the placement. Negotiation must be made with the Head Teacher or they will need to arrange an alternate week to complete work placement.

Warning Letters

Warning letters are sent by the school to a student who:

- has failed to complete an assessment task
- is not meeting course outcomes

All assessment tasks are listed in the official 'Assessment Schedule'. Students sign to acknowledge receipt of this document but additional copies are available from the Year Adviser and electronic copies are on the school's website <http://www.macksville-h.schools.nsw.edu.au>

If a *Warning Letter* is sent home it requires a response from the student and caregiver. The student should immediately complete the task for which they have received the *Warning Letter* and the caregiver should return the attached slip to the school acknowledging they have received the *Warning Letter*.

If the student ignores the *Warning Letter* and does not submit the task a second letter will be sent. After this second warning there may not be any additional warnings on that task. If the student does not complete a consecutive task further warning letters will be sent. When the assessments that the student has failed to complete equals more than 50% of the total assessment the school can make an 'N' determination.

'N' Determination

An 'N' determination for a Preliminary (Year 11) subject means a student may not be permitted to continue into the HSC year (Year 12). In the HSC year an 'N' determination means that the subject will not appear on the students HSC or be counted towards an ATAR.

A student will be considered to have satisfactorily completed a Preliminary and HSC course only if there is sufficient evidence that the student has met the course completion criteria. The Principal, on request of the Head Teacher may issue an official 'N' determination *Warning Letter*. This will be followed by an additional deadline to complete required tasks. If this due date is not met then the Principal is able to submit an 'N' determination request to NESA. It is important to note that if this 'N' determination is successful this subject can not be included in the students Preliminary or HSC results.

A student will be considered to have satisfactory completed a HSC course if, in the Principal's view, there is sufficient evidence that the student has met the course completion criteria and completed assessment tasks to a total value of 50%.

Attendance

As a guide NESA states that students should attend not less than 85% of lessons, below this number students are likely to not meet outcomes of the course. Not meeting course outcomes will result in a *Warning Letter*.

Satisfactory completion of a course

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

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

Malpractice

This is any activity undertaken by a student that allows them to gain an unfair advantage. This includes but is not limited to:

- Copying someone else's work in part or whole and presenting it as their own work.
- Using material directly from books, journals, CDs or the Internet without reference to the source.
- Using the ideas of another person without reference to the source.
- Buying, stealing or borrowing someone else's work and presenting it as their work.
- Submitting work to which another person such as parent, coach or subject expert has contributed substantially.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Contriving false explanations to explain work handed in late.
- Assisting another student to engage in malpractice.

In cases of proven dishonesty, the student's assessment task is declared invalid and zero is recorded for the task. This may be recorded with the NESA HSC Assessment Task

Malpractice Register. Students must complete the NESAs module *All My Own Work* before beginning the Preliminary course.

If a student is suspected of malpractice then the Head Teacher and Classroom Teacher will inform the parents and caregivers along with the student. They will supply evidence that demonstrates the plagiarism or malpractice within the tasks. The students will be required to complete the task or an alternate task in order to meet the requirements of the course but will receive a mark of zero.

'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.'

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

Marking and Reporting

Assessment tasks are marked and returned to students in a timely manner. When tasks are returned students must sign to indicate that they have received their work and feedback.

At the completion of each task, the students are given the following information:

- the mark for that task
- the cumulative rank achieved so far
- the proportion of the total assessment completed
- written feedback on their performance

Final marks at the end of the Assessment period are confidential. Final ranks are available to students via the *Students Online* service.

Schools are responsible for awarding each student who completes a Stage 6 course, with the exception of Life Skills courses, a grade to represent the student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement.

A standards-referenced approach is used to report student achievement in NSW. Achievement standards are based on what students are expected to learn and how well they have achieved. The NSW syllabuses state what students at each stage are expected to learn, and the A to E grade scale describes how well students have achieved.

Teachers will use published Standards and Performance Descriptors to ensure that internal assessment grades align with the NSW Education Standard Authority requirements. They will make professional on-balance judgments to decide which grade description best matches the standards their students have achieved. Teachers follow a process of 'moderation' to ensure that 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.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. More information can be accessed on the NESAs website; <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades>

Special Provisions

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Students are able to apply for special provisions if they have an ongoing illness, learning difficulties or disabilities or medical emergencies that impact their performance throughout the term. Students can access additional information about how to apply for special provisions from the Year Adviser, Head Teacher Teaching and Learning, Deputy Principal or Principal. They will assist in submitting an application to NESAs.

All students are encouraged to seek support from staff during the year as needed. These support staff include:

<i>Support Personnel</i>	<i>Type of Support</i>
Classroom Teachers	Assistance with course work and assessment tasks
Head Teachers	Assistance with Warning letters and Misadventures forms
Year Advisers	Assistance with wellbeing issues which may impact on school for the student
Senior Mentor Teacher	Available in the Library daily for support and assistance with study routines, wellbeing issues, course work and assessment tasks in consultation with other staff
School Counsellor	Support and Counselling relating to personal and wellbeing issues
Careers Adviser	Career and exit planning, assistance and advice about scholarships, UAC guide and university requirements
Learning and Support Staff	Support and advice around Special Provisions including accessing a reader/writer, additional time or rest breaks during examinations. Assistance for learning difficulties or disabilities or ongoing illness

HSC Assessment Schedule

	Term 4 2024	Term 1 2025	Term 2 2025	Term 3 2025
1				
2				Marine Studies
3		Mathematics STD		Assessment Free Zone
4	Marine Studies PD/H/PE			
5	Work Placement			TRIAL EXAMS
6	Work Placement			
7	Chemistry			
8	SLR Engineering Visual Art Visual Design			
9	Biology CAFS ITE Music Business Studies Food Technology			
10	Mathematics ADV Numeracy English ADV English STD English Studies			
11				

Subject: **Biology**

Contact Person: **Ms L Grady**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Data Analysis	Investigation	Depth Study	Trial Examination	
Timing of Task	Term 4, Week 9	Term 1, Week	Term 2, Week	Term 3, Weeks 5-6	
Day of Task	Friday				
Outcomes to be Assessed	12.4, 12.5, 12.6, 12.12	12.2, 12.3, 12.5,12.13	12.1, 12.4, 12.6, 12.7, 12.15, 12.15	12.4,12.5, 12.6, 12.12, 12.13, 12.14, 12.15	
Components					Weight %
Skills in working scientifically	15	15	15	15	60
Knowledge and understanding of the course content	10	5	10	15	40
Total %	25	20	25	30	100

Subject: **Business Studies**

Contact Person: **Mr B Lockyer**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task	Essay	Finance case Study	Trial Examination	
Timing of Task	Term 4, Week 9	Term 1, Week	Term 2, Week	Term 3 Weeks 5-6	
Day of Task	Monday				
Outcomes to be Assessed	H1, H2, H5, H7	H3, H5, H6, H7, H8, H9	H4, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H9, H10	
Components					Weight %
Knowledge and understanding of course content	10		10	20	40
Stimulus-based skills		10	5	5	20
Inquiry and research	10	5	5		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	20	25	30	100

Subject: **Chemistry**

Contact Person: **Mrs T Jones**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Investigating Equilibrium	Practical Test	Depth Study – Organic Chemistry	Trial Examination	
Timing of Task	Term 4, Week 7	Term 1, Week	Term 2, Week	Term 3, Weeks 5-6	
Day of Task	Thursday				
Outcomes to be Assessed	12.2, 12.4, 12.5, 12.12	12.1, 12.3, 12.6, 12.13,	12.1, 12.5, 12.3, 12.7, 12.14	12.4, 12.5, 12.6, 12.12, 12.13, 12.14 12.15	
Components					Weight %
Skills in working scientifically	10	20	15	15	60
Knowledge and understanding of the course content	10	5	10	15	40
Total %	20	25	25	30	100

Subject: Community and Family Studies

Contact Person: Mrs L Atkins

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Independent Research Project	Groups in Context Investigation Task	Parenting and Caring Research Task	Trial Examination	
Timing of Task	Term 4 Week 9	Term 1, Week	Term 2, Week	Term 3, Weeks 5-6	
Day of Task	Friday				
Outcomes to be Assessed	H4.1, H4.2	H2.2, H3.3, H5.1	H2.1, H3.2, H5.2	All Outcomes	
Components					Weight %
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
Total %	20	25	25	30	100

Subject: English Advanced

Contact Person: Mrs A Hill

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Essay and Multimodal	Writing Portfolio	In class Essay	Trial Examination	
Timing of Task	Term 4 Week 10	Term 2 Week	Term 3 Week	Term 3 Weeks 5-6	
Day of Task	Monday				
Outcomes to be Assessed	EA12-2, EA12-5, EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-6, EA12-9	EA12-3, EA12-4, EA12-5, EA12-7	EA12-1, EA12-2, EA12-3, EA12-4, EA12-6, EA12-8	
Components					Weight %
C1- Knowledge and understanding of course content.	10	15	10	15	50
C2- Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	10	15	10	15	50
Total %	20	30	20	30	100

Subject: English Standard

Contact Person: Mrs A Hill

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Writing Portfolio and Essay	In class Essay	Multimodal Presentation and Essay	Trial Examination	
Timing of Task	Term 4 Week 10	Term 1 Week	Term 2 Week	Term 3 Weeks 5-6	
Day of Task	Monday				
Outcomes to be Assessed	EN12-1, EN12-3, EN12-5, EN12-6	EN12-3, EN12-7 EN12-8, EN12-9	EN12-1, EN12-2, EN12-3, EN12-5	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6	
Components					Weight %
C1- Knowledge and understanding of course content.	15	10	10	15	50
C2- Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15	10	10	15	50
Total %	30	20	20	30	100

Subject: English Studies

Contact Person: Mrs A Hill

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Viva Voce	Extended response	Collection of Work	Trial Examination	
Timing of Task	Term 4 Week 10	Term 1 Week	Term 2 Week	Term 3 Weeks 5-6	
Day of Task	Monday				
Outcomes to be Assessed	ES12-1, ES12-3, ES12-5, ES12-8,	ES12-1, ES12-6, ES12-7, ES12-9	ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-7, ES12-9	
Components					Weight %
C1 - Knowledge and understanding of course content.	15	10	10	15	50
C2 - Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively.	15	10	10	15	50
Total %	30	20	20	30	100

Subject: Engineering Studies

Contact Person: Mr G Hill

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Civil Engineering Solution and Report	Transport Task	Aero Task	Trial Examination	
Timing of Task	Term 4 Week 8	Term 1 Week	Term 2 Week	Term 3 Weeks 5-6	
Day of Task	Thursday				
Outcomes to be Assessed	H2.1, H3.1, H3.2	H3.1, H3.3, H4.3	H5.1, H5.2, H6.2	H1.1, H1.2, H3.1, H4.2	
Components					Weight %
Knowledge and understanding of course content.	15	10	15	20	60
Knowledge and skills in research, problem solving and communication related to Engineering practice.	15	10	5	10	40
Total %	30	20	20	30	100

Subject: Food Technology

Contact Person: Mrs D Alchin

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Case Study	Research and Practical Task	Research Survey and Practical Task	Trial Examination	
Timing of Task	Term 4 Week 9	Term 1 Week	Term 2 Week	Term 3 Weeks 5-6	
Day of Task	Monday				
Outcomes to be Assessed	H1.2, H1.4, H3.1	H1.1, H4.2	H2.1, H3.2, H4.1, H5.1	H1.1, H1.2, H1.3, H2.1	
Components					Weight %
Knowledge and understanding of course content	10	10	10	10	40
Knowledge and skills in designing, researching, analysing and evaluating	5	5	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	5	10	10	5	30
Total %	20	25	30	25	100

Subject: Industrial Technology – Electronics

Contact Person: Mr K Jordon

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Major Project Development	Report	Practical Task	Trial Examination	
Timing of Task	Term 4 Week 9	Term 1 Week	Term 2 Week	Term 3 Weeks 5-6	
Day of Task	Friday				
Outcomes to be Assessed	H3.2, H5.1, H5.2, H4.2, H3.3	H1.1, H1.2, H5.1, H7.2	H2.1, H4.1, H4.3, H6.2	H1.3, H3.1, H4.3, H6.1, H7.1	
Components					Weight %
Knowledge and understanding of the organisation and management of the focus area.	10	10	10	10	40
Knowledge and skills in the designing, managing, communication and production of a Major Project.	10	10	20	20	60
Total %	20	20	30	30	100

Subject: Marine Studies

Contact Person: Mrs J Collits

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Field Study Mangroves	Marine and Maritime Employment	Seafood Cooking	Class Test	
Timing of Task	Term 1 Week 4	Term 1 Week	Term 2 Week	Term 3 Week 2	
Day of Task	Friday				
Outcomes to be Assessed	1.4, 2.2, 3.2, 3.4	1.5, 3.4, 4.1	1.2, 4.2, 5.4	1.3, 2.3, 3.3, 4.1, 5.3	
Components					Weight %
Knowledge and understanding of course content.	10	10	15	25	60
Skills, Outcomes and Content.	10	15	10	5	40
Total %	20	25	25	30	100

Subject: Mathematics Advanced

Contact Person: Ms V Cooper

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Investigation Project	In class Assessment	Open Book Test	Trial Examination	
Timing of Task	Term 4, Week 10	Term 1, Week	Term 2, Week	Term 3 Week 5-6	
Day of Task	Monday				
Outcomes to be Assessed	MA12-9, MA12-10	MA12-9, MA12-10	MA12-9, MA12-10	All outcomes	
Components					Weight %
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

Subject: Mathematics Standard 2

Contact Person: Ms V Cooper

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Open Book Test	Investigation	In class Assessment	Trial Examination	
Timing of Task	Term 1, Week 3	Term 1, Week	Term 2, Week	Term 3, Weeks 5-6	
Day of Task					
Outcomes to be Assessed	MS2-12-9, MS2-12-10	MS2-12-9, MS2-12-10	MS2-12-9, MS2-12-10	All Outcomes	
Components					Weight %
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	15	10	15	50
Total %	20	30	20	30	100

Subject: **Numeracy**

Contact Person: **Ms V Cooper**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Investigation Project	Investigation Project	Investigation Project	Investigation Project	
Timing of Task	Term 4, Week 10	Term 1, Week	Term 2, Week	Term 3, Week 2	
Day of Task	Monday				
Outcomes to be Assessed	NG-1.1,NG-1.2, NG-1.3	NG-2.1,NG-2.2	NG-2.3,NG-3.1	NG-3.2, NG-2.2	
Components					Weight %
Knowledge and Understanding	10	15	10	15	50
Skills	10	15	10	15	50
Total %	20	30	20	30	100

Subject: **Music**

Contact Person: **Ms V Herrick**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Composition and Aural Analysis	Performance and Viva Voce	Presentation or submission of Elective option	Trial Examination including Presentation or submission of Elective option	
Timing of Task	Term 4 Week 9	Term 1 Week	Term 2 Week	Term 3 Weeks 5-6	
Day of Task	Friday				
Outcomes to be Assessed	H3,H4,H6	H1,H2, H5, H6, H9	All outcomes*	All outcomes*	
Components					Weight %
Performance		10			10
Composition	10				10
Musicology		10			10
Aural	10			15	25
Electives			30	15	45
Total %	20	20	30	30	100

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

Subject: Personal Development, Health and Physical Education **Contact Person: Mrs J Price**

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Health Report	Factors affecting Performance Analysis	Extended Response	Trial Examination	
Timing of Task	Term 4, Week 4	Term 1, Week	Term 2, Week	Term 3, Weeks 5-6	
Day of Task	Friday				
Outcomes to be Assessed	H1, H2, H3, H15	H8, H9, H10, H17	H7, H8, H16	All Outcomes	
Components					Weight %
Knowledge and understanding of course content	10	5	10	15	40
Skills in critical thinking, research, analysing and communicating	10	20	15	15	60
Total %	20	25	25	30	100

Subject: **Physics**

Contact Person: **Mr K Stirrat**

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Skills/Problem Solving Task	Depth Study Skills Task	Trial Examination	
Timing of Task	Term 1 Week	Term 2 Week	Term 3 Weeks 5-6	
Day of Task				
Outcomes to be Assessed	12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.13	12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7	12.2, 12.3, 12.4, 12.5, 12.6, 12.12, 12.13, 12.14, 12.15	
Components				Weight %
Skills in working scientifically	20	30	10	60
Knowledge and Understanding	10		30	40
Total %	30	30	40	100

Subject: Sport, Lifestyle and Recreation

Contact Person: Mr A Parker

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Resistance Training test	Gymnastics Performance	Movement Analysis	Outdoor Recreation challenge	
Timing of Task	Term 4 Week 8	Term 1 Week	Term 2 Week	Term 3 Week	
Day of Task	Thursday				
Outcomes to be Assessed	H2.2, H2.5, H3.2, H3.3	H1.1, H1.3,H3.4, H4.4	H2.1, H3.1, H3.2, H4.1	H1.3, H3.6, H4.2, H4.4	
Components					Weight %
Knowledge and understanding of course content	15	15	10	10	50
Skills and techniques in physical activity	10	10	20	10	50
Total %	25	25	30	20	100

Subject: Visual Art

Contact Person: Mr J Driver

Task Number	Task 1	Task 2	Task 3	Task 4	* This subject requires a Visual Design Diary.
Nature of Task	Case Study	Art Making Body of Work	Art Making Body of Work	Trial Examination	
Timing of Task	Term 4 Week 8	Term 1, Week	Term 2, Week	Term 3 Weeks 5-6	
Day of Task	Thursday				
Outcomes to be Assessed	H7, H9, H10	H1, H2, H3	H1, H4, H5, H6	H8, H9	
Components					Weight %
Art Criticism and Art History	20			30	50
Art Making		20	30		50
Total %	20	20	30	30	100

Subject: Visual Design

Contact Person: Ms Y Wallis

Task Number	Task 1	Task 2	Task 3	Task 4	* This subject requires a Visual Design Diary.
Nature of Task	Working with Tone	Working with Colour	Images and Representation	Major Work	
Timing of Task	Term 4 Week 8	Term 1, Week	Term 2, Week	Term 3 Week 7	
Day of Task	Thursday				
Outcomes to be Assessed	DM1, DM5, CH2, CH3	DM4, DM6, CH1, CH4	DM2, DM3, DM4, CH1	DM1, DM4, DM5, DM6, CH1, CH2, CH3	
Components					Weight %
Design and Making	10	10	30	20	70
Critical and Historical Design	10	10		10	30
Total %	20	20	30	30	100

Subject: VET Construction

Contact Person: Mr G Hill

HSC Course Assessment Plan

Assessment Plan			Evidence gathering techniques				
Assessment Tasks	Competency codes	Units of competency	Questioning – written or oral related to knowledge, Evidence Central e.g. quizzes, interviews	Product based method – structured activities e.g. role plays, presentation, reports	Direct observation – real time/simulated environment	3 rd Party Reports Work placement 35 Hrs	Trial Examination Weeks 5-6
Task 5 Option 2 Floor & Wall Tiling	CPCCWF2002	Use wall and floor tiling tools and equipment	X	X	X		
	CPCCCM2013	Undertake basic installation of wall tiles	X	X	X		
Task 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X		
	CPCCCM2005	Use construction tools and equipment	X	X	X		
	CPCCCA2011	Handle carpentry materials	X	X	X		
Task 7	CPCCVE1011	Undertake a basic construction project	X	X	X		
	CPCCOM1012	Work effectively and sustainably in the Construction Industry	X	X	X		

Task	Unit Title	NESA Hrs	Term 4, 2024		Term 1, 2025		Term 2, 2025		Term 3, 2025	
			1-5	6 - 10	2-5	6 - 11	1-5	6 - 10	1-5	6 - 10
Task 5 Option 2 Wall & Floor Tiling	CPCCWF2002 - Use wall and floor tiling tools and equipment CPCCCM2013 - Undertake basic installation of wall tiles	30								
Task 6	CPCCCA2002 - Use carpentry tools and equipment CPCCCM2005 - Use construction tools and equipment CPCCCA2011 - Handle carpentry materials	50								
Task 7 Class Project	CPCCVE1011 - Undertake a basic construction project CPCCOM1012 - Work effectively and sustainably in the Construction Industry	55								

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

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

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.

Subject: Primary Industries

Contact Person: Mr Chris Williams

Assessment Plan			Evidence gathering techniques				
Assessment Tasks	Competency codes	Units of competency	Questioning – written or oral related to knowledge e.g. quizzes, interviews	Product based method – structured activities	Direct observation – real time/simulated environment	Portfolio- A collection of annotated work samples compiled by the learner.	3 rd Party Reports Work placement
Task 1	AHCWHS202	Participate in workplace health and safety processes	X	X	X		
Task 2	AHCWRK212	Work effectively in industry	X	X	X		
	AHCWRK213	Participate in workplace communications	X	X	X		
Task 3	AHCMOM202	Operate tractors	X	X	X		
	AHCMOM304	Operate machinery and equipment	X	X	X		
Task 4	AHC BIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity	X	X	X		
Task 5	AHCLSK205	Handle livestock using basic techniques	X	X	X		
	AHCLSK204	Carry out regular livestock observation	X	X	X		
Task 6	AHCLSK202	Care for health and welfare of livestock	X	X	X		
Task 7	AHCWRK210	Observe and report on weather	X	X	X		
Task 8	AHCCHM201	Apply chemicals under supervision	X	X	X		
	AHCPMG201	Treat weeds	X	X	X		
Task 9	AHCWRK211	Participate in environmentally sustainable work practices	X	X	X		
Task 10	AHCINF205	Carry out basic electric fencing operations	X	X	X		
Task 11	AHCINF206	Install, maintain and repair farm fencing	X	X	X		

Assessment Plan			Evidence gathering techniques				
Assessment Tasks	Competency codes	Units of competency	Questioning – written or oral related to knowledge e.g. quizzes, interviews	Product based method – structured activities e.g. role plays, presentation, reports	Direct observation – real time/simulated environment	Portfolio- A collection of annotated work samples compiled by the learner.	3 rd Party Reports Work placement
Option: Choose 2 tasks from below. Delete the task/s not being delivered.							
Task 12	AHCLSK211	Provide feed for livestock	X	X	X		
Task 13	AHCLSK209	Monitor water supplies	X	X	X		

Subject: VET Manufacturing and Engineering

Contact Person: Mr C Harradine

Assessment Events for SOA towards MEM20413 Certificate II in Engineering Pathways		Cluster 4	Cluster 5	Cluster 6	Work Placement 35hrs total
		Can we build it	Sparks and Noise	My Pathway	
		Term 1 2024	Term: 2 2024	Term: 3 2024	Term:
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 qualification is a Certificate I in Engineering MEM10119 or a Statement of Attainment towards a Certificate II in Engineering Pathways MEM20413

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

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

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

Subject: Certificate III Sports Coaching

Contact Person: Ms H Bla

Assessment Tasks for SIS30521 Certificate III in Sport Coaching		Cluster 3 2 nd Elective	Cluster 4	Cluster 5	Cluster 6
		2 nd Elective	Coaching the Individual	Next Level Coaching	Provide First Aid
		Term:	Term:	Term:	Term:
Code	Unit of Competency				
SISXA1009	Instruct strength and conditioning techniques	X			
SISSCO003	Meet participant coaching needs		X		
BSBOPS403	Apply business risk management procedures		X		
SISSCO012	Coach sports participants up to an intermediate level			X	
HLTAID011	Provide First Aid <i>If delivered by an external RTO - Credit transfer is to be recorded as the outcome on Schools Online</i>				X

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

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

Subject: VET Hospitality Food and Beverage

Contact Person: Mrs D Alchin

Term 4 - Year 12 HSC year of study		Term 4, 2024	Term 1, 2025	Term 2, 2025	Term 3, 2025	Trial Examination Weeks 5-6
		Task 2	Task 3	Task 4	Task 5	
List of units of competency to be delivered in each term.						
SITXCOM007	Show social and cultural sensitivity	x				
SITXCCS011	Interact with customers	x				
SITHIND006	Source and use information on the hospitality industry		x			
SITHFAB024	Prepare and serve non-alcoholic beverages			x		
BSBTWK201	Work effectively with others			x		
SITHFAB025	Prepare and serve espresso coffee			x		
SITHFAB027	Serve food and beverages				x	
SITHIND007	Use hospitality skills effectively				x	

Assessment Plan			Evidence gathering techniques			
Assessment Tasks	Competency codes	Units of competency	Questioning – written or oral related to knowledge Evidence Central e.g. quizzes, interviews	Product based method – structured activities e.g. role plays, presentation, reports	Direct observation – real time/simulated environment	3 rd Party Reports Work placement
Task 2 - Service please	SITXCCS011	Interact with customers	X		X	
	SITXCOM007	Show social and cultural sensitivity	X		X	
Task 3 – The hospitality industry	SITHIND006	Source and use information on the hospitality industry	X	X	X	
Task 4 - Beverage making 101	SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
	SITHFAB025	Prepare and serve espresso coffee	X		X	
	SITHFAB027	Serve food and beverages	X		X	
Task 5 - Working 9 to 5	BSBTWK201	Work effectively with others	X		X	
	SITHIND007	Use hospitality skills effectively	X		x	X

