



CANOBOLAS RURAL TECHNOLOGY HIGH SCHOOL

Truth Through Knowledge

Assessment Policy & Procedures

Higher School Certificate 2024

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CANOBOLAS HIGH SCHOOL ASSESSMENT IN THE HSC COURSE 2023/2024

INTRODUCTION TO HSC ASSESSMENT

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

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

- Assessment in a standards-referenced framework –a guide to best practice
- 2023 Higher School Certificate – Rules and Procedures

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

The information in this policy booklet is for use by Canobolas Rural Technology High School Students and their Parents, Class Teachers, Head Teachers and the Senior Executive of Canobolas Rural Technology High School.

The document is divided into 8 main sections

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

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

School procedures provide certainty, direction and information to assist students, parents and staff to navigate through the HSC, as well as processes to follow when issues arise.

The Canobolas Rural Technology High School Senior Executive team oversees the Canobolas Rural Technology High School procedures relating to the HSC. The team meet to approve illness/misadventures and appeals; to investigate, deliberate, make recommendations and rulings regarding complex or uncertain situations; and to provide clarification.

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

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

SECTION I: THE HIGH SCHOOL CERTIFICATE – AN OVERVIEW:

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

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

Types of HSC Courses

- **Board Developed Courses:** Most courses studied for an HSC are Board Developed Courses. They are set and externally examined by NESA including courses in the areas of English, Mathematics, Science, Technology, Creative Arts, Personal Development, Health and Physical Education, Human Society and its Environment, Languages, and Vocational Education and Training (VET) Curriculum Frameworks. These courses may contribute to the calculation of an Australian Tertiary Admission Rank (ATAR). Some courses contain an optional external HSC Examination, these courses only contribute to the ATAR if the examination is completed.
- **Board Endorsed Courses:** These include courses that are developed by schools, TAFE or universities rather than NESA. They contribute to the HSC but do **not** contribute to the calculation of the ATAR. Examples of Board Endorsed Courses are Sport Lifestyle and Recreation Studies and Work Studies.
- **Vocational Education and Training (VET):** There are 14 Industry Curriculum Frameworks (Automotive, Business Services, Construction, Electro Technology, Entertainment Industry, Entertainment Industry, Hospitality, Human Services, Information Technology, Information and Digital Technology, Timber and Furniture Technologies and Metal and Engineering Technologies, Primary Industries, Retail Services Tourism and Events). These courses have been designed to deliver units of competency that are drawn from Industry Training Packages encompassing a range of Board Developed Courses and which allow students to gain Australian Qualifications Framework (AQF) Certificates, usually at Certificate II or III level.

Students may elect to have **ONE** VET course included in the calculation of their ATAR, if the HSC Examination is satisfactorily attempted. Students studying VET courses will not be automatically entered into the examination. **A student wishing to be entered for the HSC Exam for a VET subject must advise their Class Teacher or the VET coordinator if they are studying the course at a TAFE or other provider. Each of the VET Industry Curriculum Framework courses includes a mandatory component of work placement during which students leave the school and work in a suitable workplace.**

Work placement is a mandatory requirement for VET Curriculum Framework courses and some Board Endorsed VET courses. **35 hours of work placement per 120 hours of coursework must be carried out to satisfactorily meet the course requirements.** If students do not complete this requirement, it means that the course has **not** been completed. If for any reason a student cannot attend work placement, it is **the student's** responsibility to notify the workplace supervisor and their teacher and organise to complete the work placement at a mutually agreeable time.

HSC assessment

For most Board Developed Courses, the final HSC mark is determined by a combination of

- The school-based assessment mark (50%)
- The HSC Exam mark (50%)

SECTION II: SCHOOL BASED ASSESSMENT

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

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

This section deals with aspects relating to school-based assessment, including NESAs rules, Canobolas Rural Technology High School (CRTHS) expectations and procedures to deal with situations that arise relating to school-based assessment.

The specific topics covered in this section are:

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

A. NESAs RULES AND WORK REQUIREMENTS RELATING TO DILIGENCE AND SUSTAINED EFFORT

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

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

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

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

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

If the Principal determines that a student is in danger of not meeting the above course completion, they will be given a written warning in sufficient time to correct any problems regarding the satisfactory completion of course requirements. If the Principal determines that a student has not met the above criteria for satisfactory completion of a course, the school will inform the student in writing and NESAs.

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

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

Completion of HSC: All My Own Work Program

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

CRTHS Procedure for completion of All My Own Work

In Term 4 of Year 10, students will complete the All My Own Work program in preparation for the Year 11 Course. This will be overseen by the **Learning and Support Teachers**. Students who have not completed All My Own Work upon commencement of Year 11 or upon arrival at CRTHS will be required to complete All My Own Work within a negotiated time frame.

Completion of Literacy and Numeracy Minimum Standards

In order to achieve the HSC credential, students must demonstrate that they are able to meet the minimum standards of literacy and numeracy. Students will have the opportunity to sit the Reading, Writing and Numeracy tests from year 10. The Learning and Support Teachers will provide students with the opportunity to sit the tests in years 10, 11 and 12 or until they achieve a level 3 or above in both literacy and numeracy. Students who are unable to achieve a level 3 or above in both literacy and numeracy, while at school, will have up to 5 years after the completing of the HSC to demonstrate the minimum standard and receive their HSC credential.

B. CRTHS PROCEDURES FOR TEACHING STAFF REGARDING THE ADMINISTRATION OF ASSESSMENT TASKS

- **CRTHS Procedures relating to the number and types of assessment tasks to be used for each course**
 - A balance is required between obtaining sufficient information and not over assessing. There are four formal assessments tasks in Year 12, (including the Trial HSC) for two-unit courses and two to three tasks for one unit-courses are considered sufficient to adequately assess the components of most courses. The assessment tasks used should be appropriate to the outcomes and components of the course being assessed. Tasks need to be set at an appropriate level of difficulty that allows the full range of marks to be available. The syllabus provides guidance in relation to the types of tasks that are suitable.
 - The Faculty Head Teacher is responsible for ensuring these guidelines are followed. The Year 11 Deputy Principal checks assessment schedules against subject specific requirements prior to publishing the policy.
- **CRTHS Procedures relating to Informing students in writing of their assessment schedules**
 - Copies of this policy are provided to all HSC students who sign to acknowledge they have received the booklet. The Year 12 Adviser manages this process.
- **CRTHS Procedures relating to planning the scheduling of tasks in a coordinated way.**
 - The Senior Executive team oversees the coordination between subject areas so that students do not have too many assessment tasks scheduled close together. In most cases a maximum of three subject lines per week will be assessed. There may be occasional exceptions to this, where it is not possible to limit assessment items to a maximum of three.
 - Class Teachers are required to follow the Assessment Schedule for their subject ensuring that outcomes listed in the schedule are assessed as per the task information and that the task is submitted on the scheduled week.
- **CRTHS Procedures relating to changes of due date for assessment tasks**
 - In rare and unforeseen circumstances, where the date of submission of an assessment task must be changed, the Faculty Head Teacher must gain approval from the relevant Deputy Principal using the relevant form (See Appendix – Assessment Tasks Change of Date Request Form). If approval to seek a change of date is granted, the Faculty Head Teacher will inform the class in writing of any change using the form “Notification for Change of Date of an Assessment Task”. For the change of date to be approved students will be asked to sign that they acknowledge the new due date, and any concerns can be addressed. A minimum of two weeks’ notice will be given in writing if the date of a task is to be varied.
- **CRTHS Procedures relating to providing adequate notice for tasks.**
 - In addition to the schedule of dates for assessment tasks, there must be provision for adequate notice of

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

The Class Teacher will provide the Senior Executive team with a copy of the task at least two weeks before it is distributed.

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

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

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

It is ultimately the responsibility of **the student** to catch up on any missed work due to absence. This includes cases where assessment information is given out. The Class Teacher may assist the student by checking assessment sign out sheets in the lessons following the handing out of the task notification, to ensure all students have the assessment information. If a student receives their assessment information within 2 weeks of the due date, they may be able to follow the processes for illness/misadventure.

● **CRTHS Procedures relating to occasions when estimates are given, or substitute tasks administered.**

If a student fails to complete an assessment task specified in the assessment program, the student should follow the illness/misadventure process. If the Senior Executive team considers the student to have a valid reason (for example illness or endorsed leave), an extension of time may be granted, or a mark may be awarded based on a substitute task or in exceptional circumstances an estimate mark may be given.

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

● **CRTHS Procedures relating to Invalid tasks/parts of tasks or non-discriminating tasks.**

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

● **CRTHS Procedures relating to situations when more than one class is undertaking the same course**

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

● **CRTHS Procedures relating to the recording of assessment marks**

In addition to maintaining their own records, **Class Teachers**, use Sentral Markbook to record marks for individual assessment tasks. Raw marks should be entered immediately upon marking the assessment task. The Faculty Head Teacher is responsible for ensuring that the Sentral Markbook for each subject is set up accurately within deadlines.

● **CRTHS Procedures relating to the awarding of marks for an assessment task**

It is important to ensure that marks earned on individual tasks adequately reflect the differences in student performance. To achieve this, marking guidelines need to use the full range of marks available for the task.

Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks should enable Class Teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

- **CRTHS Procedures relating to teacher feedback to students on their performance**
Students should receive meaningful feedback which gives an indication of their performance relative to the outcomes being assessed and their general progress in all aspects of their course work. This may be in the form of marks, grades and/or written comments. The feedback given for learning activities that do not contribute to the final HSC assessment mark should assist students in their preparation for tasks that are part of the HSC. Feedback on assessment tasks may be informed by the performance band descriptions and should be provided to students in a timely manner, recognising strengths and areas for improvement. To maximise the benefit for students, an assessment task should be marked by the Class Teacher and feedback to students finalised within two weeks of submission unless exceptional circumstances exist.
- **CRTHS Procedures relating to providing feedback to students in relation to the HSC standards.**
When giving feedback to students on their performance on assessment tasks, Class Teachers can work through with their students some of the materials in the HSC standards packages, to identify questions that are related to the assessment topic from past HSC Examinations, discuss answer requirements and marking guidelines and view the responses of a number of students which represent different levels of achievement. By working through these responses, the teacher can highlight the important features of the responses, including their strengths and any shortcomings.
- **CRTHS Procedures relating to reconciling assessment marks with the descriptions in the performance bands.**
When providing feedback to students, **Class Teachers** may use the wording of outcomes and band descriptors, where appropriate. This should not be communicated or interpreted as a direct correlation to a particular band at HSC level.
- **CRTHS Procedures to ensure marks accurately reflect relative differences in achievement between students within the group**
Marking guidelines should indicate the marks to be awarded for different levels of achievement in each task, using the full range of marks. They should be clearly linked to course outcomes. Standards packages provide examples of different standards of performance and can assist teachers in developing marking guidelines that will appropriately reward students.

In some cases, double or panel marking of tasks may be appropriate. When a task, or part of a task, is to be marked once only, consistency may be improved if one person marks the task for the entire candidature.

Assessment tasks at Canobolas Rural Technology High School will be set and marked to the standards as published by NESA. Raw marks linked to NESA standards are used when recording assessment marks.

- **CRTHS Procedures relating to assessment tasks in separate class groups for the same course**
All HSC Assessment tasks are developed with clear, consistent rubrics and marking criteria. In cases where multiple teachers mark the same task across separate class groups, it is the responsibility of the Faculty Head Teacher to ensure that there is a shared understanding of marking guidelines between Class Teachers, thereby ensuring consistency.

The features of quality assessment tasks

The following checklist can assist teachers to ensure that the tasks they design promote student learning as well as obtaining accurate measures of student achievement.

Assessment tasks should:

- Focus on outcomes
- Give students the opportunity to demonstrate what they know and can do and assist their learning
- Be valid and reliable, measuring what the task purports to assess, and providing accurate information on each student's achievement
- Allow for discrimination between the performances of individual students.

The effective marking of assessment tasks requires consistent application of marking guidelines:

- Marking guidelines or criteria that provide clear descriptions of the quality of response required to receive each mark
- A mark range that allows for discrimination between the performances of individual students
- A shared understanding of the demands of the tasks among the teachers responsible for the marking

Feedback and reporting on student progress and achievement should be:

- Meaningful and constructive, designed to assist students to improve their performance
- Linked to the specific outcomes and marking criteria addressed by the task
- Provided in a timely manner.

Marks for individual assessment tasks and records of competency should be:

- Recorded by the teacher responsible for marking the task
- Checked to ensure any marks for various parts of a task have been correctly totaled
- Entered into SENTRAL Markbook for all tasks for all students in the course
- Maintained in a secure and safe location.

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

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

Students must:

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

- **CRTHS Procedures relating to the submission of assessment tasks**

To ensure fairness for all, please note that any students submitting a task and NOT attending school the day of submission, will be required to provide documentation confirming a medical reason for non-attendance. Otherwise, the submitted task may be given a zero.

Students are expected to make a serious attempt and submit all assessment items on the due date prior to the first morning bell (9:00 am).

If students are granted an extension for an assessment task, it must be submitted to the Faculty Head Teacher by 9am on the new due date.

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

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

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

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

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

- **CRTHS Procedures relating to occasions when zero marks are awarded**

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

- Failure to complete or submit assessment tasks **on time** (i.e. after 9:00 on the due date) without a valid reason and supporting evidence
- Not being present for an assessment task without a valid reason and accompanying evidence
- Not making, what the teacher marking the assessment task considers to be, a genuine or serious attempt to complete an assessment
- Serious malpractice

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

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

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total weightings of tasks. Failure to meet this requirement may lead to an N determination in that subject.

In instances where students have failed to complete or submit an assessment task, or they have not made a serious attempt, an 'N' (non-completion) determination warning letter will be sent to their home, requiring the student to rectify the situation by submitting the task. If the task is submitted later the student will be deemed to have met the terms and requirements of the task, however, the zero mark will still apply.

Multiple N awards

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

Attendance

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

- **CRTS Procedures for application for Illness/Misadventure**

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

Students who feel they have a valid reason for not submitting a task on time should see their DP for support in applying for a misadventure. *The student* is responsible to pursue the illness/misadventure process. There is no onus on the Class Teacher to instigate this process. In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.

If the consideration of the Illness/Misadventure application is upheld the student will complete the set task or an alternate task as soon as can be arranged by the Class Teacher, preferably on the next school day.

Any substitute task should:

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

- **CRTS Procedures for students who have prolonged absences**

Following negotiations with the Deputy Principal and associated supporting evidence, in exceptional circumstances it may be possible, for students who are absent with leave during the conduct of a scheduled assessment task to complete the task or substitute task under supervised conditions while they are absent.

The student should make contact with the relevant Faculty Head Teacher or the relevant Deputy Principal to discuss this prior to the task wherever possible.

D. EXPECTATIONS OF STUDENTS REGARDING HONESTY/SUBMITTING OWN WORK

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

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

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in

accordance with NESAs subject specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning does not require formal acknowledgment.

What constitutes malpractice?

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

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

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

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

- **CRTHS Processes for dealing with malpractice**

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

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

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

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

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

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

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

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

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

E. EXPECTATIONS OF STUDENTS REGARDING EXAMINATIONS

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

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

Students must not:

- take a mobile phone or programmable watch or device into the examination room
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESA
- communicate or attempt to communicate with any other person, except the supervising teacher during an examination. The penalty for communication or attempted communication may result in the loss of all marks for an examination
- borrow equipment from any person during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- take into the examination room, or refer to during the examination, any books or notes, (including writing on their body), the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- eat in the examination room, except as approved by the Presiding Officer, e.g. for diabetic students
- take any writing booklets or question papers, whether used or not, from the examination room.

Breaches of these rules may result in zero marks and/or other penalties as determined by the Senior Executive team.

F. PROCEDURES RELATING TO FINAL SCHOOL BASED ASSESSMENT MARKS

At the conclusion of the HSC assessment program, a school-based assessment mark will be submitted to NESA for each student and each course studied based on performance in assessment tasks. The assessment mark submitted by the school is adjusted (moderated) by NESA to produce the assessment mark that appears on a student's Record of School Achievement or results notice. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted based on the performance of the group in the HSC Examination. The rank order and relative gaps of students as submitted by the school is not changed.

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

The Class Teacher under the supervision of the Head Teacher is responsible for calculating the final school-based assessment marks. The final assessment marks for a course should be reached by the simple aggregation of raw marks awarded and weightings for each assessment task. Provided tasks are set and marked accurately this should ensure that the final rank order and relative differences accurately reflect the achievements of the students against NESA Standards

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

Provided the marking guidelines have been well constructed to enable the full range of marks to be awarded for each task, where appropriate, it is likely that for most groups the final assessment marks will show sufficient discrimination between the achievements of the students.

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

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

Student's cumulative ranks will be communicated in the Mid-Course and End of Course School Reports. Class Teachers should **not** reveal actual total assessment marks to students.

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

Class Teachers **MUST NEVER** reveal actual total assessment marks to students.

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

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

For students who transfer into a school after 30 June in the year of the Higher School Certificate examination, the previous school is to provide assessment marks to NESA and students will be ranked with their previous school cohort.

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

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

- **CRTHS Procedures related to School reviews**

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

Schools can minimise the possibility of disputes arising by:

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

In instances where disputes cannot be resolved by the Class Teacher, Faculty Head Teacher or relevant Deputy Principal, a school based review can be held at the request of a student. If a student wishes to apply for a review, it must be undertaken by the date specified by NESA. The Review will be undertaken by the

Senior Executive team. The relevant Deputy Principal will advise the student, parent, Class Teacher and Faculty Head Teacher of all outcomes of any review. The relevant Deputy Principal will advise NESA of any changes to assessment marks. (Applications requesting a school review must be made on the appropriate form).

- **Review of the Administration of an Assessment Task**

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

- **Assessment rank appeals**

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

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

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

- **CRTHS Procedures related to appeals to the NSW Education Standards Authority**

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

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

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

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

SECTION III:

NESA REQUIREMENTS/REGULATIONS RELATING TO HSC EXTERNAL EXAMINATIONS

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

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

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

A. SUBMITTED WORKS:

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

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

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

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

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

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

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

B. EXAMINATION DATES AND TIMES

NESA publishes the examination timetable on its website in Term 2 and students can access their personalised HSC timetable via Students Online. It is your responsibility to obtain a timetable and read it carefully.

If a student misses an examination simply because they have misread the timetable, the student must contact their Principal immediately. Illness/misadventure appeals on these grounds will not be upheld and an examination mark of zero will be given. However, except in the case of courses for which there is no assessment mark, the student may still be eligible to receive a result in the course.

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

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

C. EXAMINATION ATTENDANCE RULES

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

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

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

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

D. ILLNESS/MISADVENTURE DURING THE HSC EXAMINATION PERIOD

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

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

- ***CRTHS Processes related to illness/misadventure during HSC Examinations.***

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

The process for illness /misadventure for HSC Exams is different to the illness and misadventure process for school-based assessment tasks. Students are required to collect an official NESA illness/misadventure form from the Presiding Officer or the Deputy Principal. There are four sections on the form that must be completed by the student, a relevant independent expert, eg doctor or police officer, The Presiding Officer and The Principal.

Note: A Doctors Certificate on its own will not be sufficient. The illness misadventure form must be lodged by the Principal within 7 days (for practical examinations, performances or submitted works) and within 7

days of the student's final HSC Examination (for all other examinations). Late appeals will be considered only

in exceptional circumstances.

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

It does not cover:

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

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

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

E. EQUIPMENT FOR THE EXAMINATIONS

Students may only take equipment listed below into the examination room – (in clear plastic):

- black pens (blue is also acceptable, but black is easier for markers to read)
- pencils, erasers and a sharpener (use pencils where specifically directed)
- a ruler marked in millimeters and centimeters
- highlighter pens.
- specific equipment (such as a calculator) is required for certain examinations and must be provided by the student
- monolingual and/or bilingual print dictionaries relating to the language being examined are permitted into certain Language examinations. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place
- water in a clear H₂O bottle, no label.

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

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

The list of specific equipment for each of these examinations is available on the Equipment checklist page in the HSC Exams section of NESAs website. Equipment should bear only the original inscribed information. Students must supply materials that are in working order (this includes calculators). Illness/misadventure appeals on the grounds that examination equipment did not work correctly will not be accepted. Students are **not** permitted to borrow equipment during examinations.

Equipment that is not permitted

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

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

F. EXAMINATION ROOM PROCEDURES

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

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

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

Reading time for examination papers: Be silent

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

For all HSC Examinations students must:

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

For all HSC Examinations, Students must NOT:

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

G. CONDUCT DURING THE EXAMINATIONS

Students must follow the day to day rules of the school where they sit for their examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course, or non-award of a Higher School Certificate. The Principal has the discretion to require all students at the school to remain in the examination room until the end of each examination.

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

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

Students must NOT:

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

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

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

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

SECTION IV: ADDITIONAL INFORMATION

This section provides information about

- A. HSC pathways
- B. Disability provisions
- C. Stage 6 Life Skills Assessment
- D. Acceleration
- E. Advanced Standing
- F. Granting of Leave
- G. Repeating courses
- H. University admission
- I. Where in the school can students, parents and staff go for advice?

A. HSC PATHWAYS (ACCUMULATION)

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

The five-year period is counted from the first year a student satisfactorily completes an HSC Course. It will apply regardless of whether or not studies are deferred for one or more years during the five-year period.

accumulation of HSC Courses cannot extend beyond a five-year period. This five-year period is a 'rolling period' and students wishing to go beyond the five years will have the earliest year's course(s) deleted.

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

On completion of the accumulation, all requirements must have been met for both the Year 11 and the HSC patterns of study.

In the case of an accumulator who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of NESAs.

B. DISABILITY PROVISIONS

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

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

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

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

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

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

Disability provisions are not available:

- as compensation for difficulties in undertaking a course and preparing for the examination

- for lack of familiarity with the English language.

- **CRTHS Procedures related to Disability Provisions**

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

Nominations for students to be considered for Disability Provisions for the following HSC year are to be made using the application form (see appendix – forms) and given to the Learning and Support Teachers. Students who have accessed Disability Provisions in the Year 11 Course will be automatically nominated to be considered for Disability Provisions for the HSC Course by the Learning and Support Teachers.

At the first Learning Support Team meeting of Term 4 the individual particulars of each nominated student will be discussed. The School Counsellor will provide the primary advice in the decision-making process at the LST. A recommendation regarding Disability Provisions will be made about each student who is recommended by the LST.

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

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

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

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

C. STAGE 6 LIFE SKILLS ASSESSMENT

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

D. ACCELERATION

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

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

E. ADVANCED STANDING

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

F. GRANTING OF LEAVE

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

G. REPEATING COURSES

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

H. UNIVERSITY ADMISSION

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

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

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

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

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

J. HSC STUDENTS WHO HAVE NOT MET YEAR 11 REQUIREMENTS

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

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

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

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

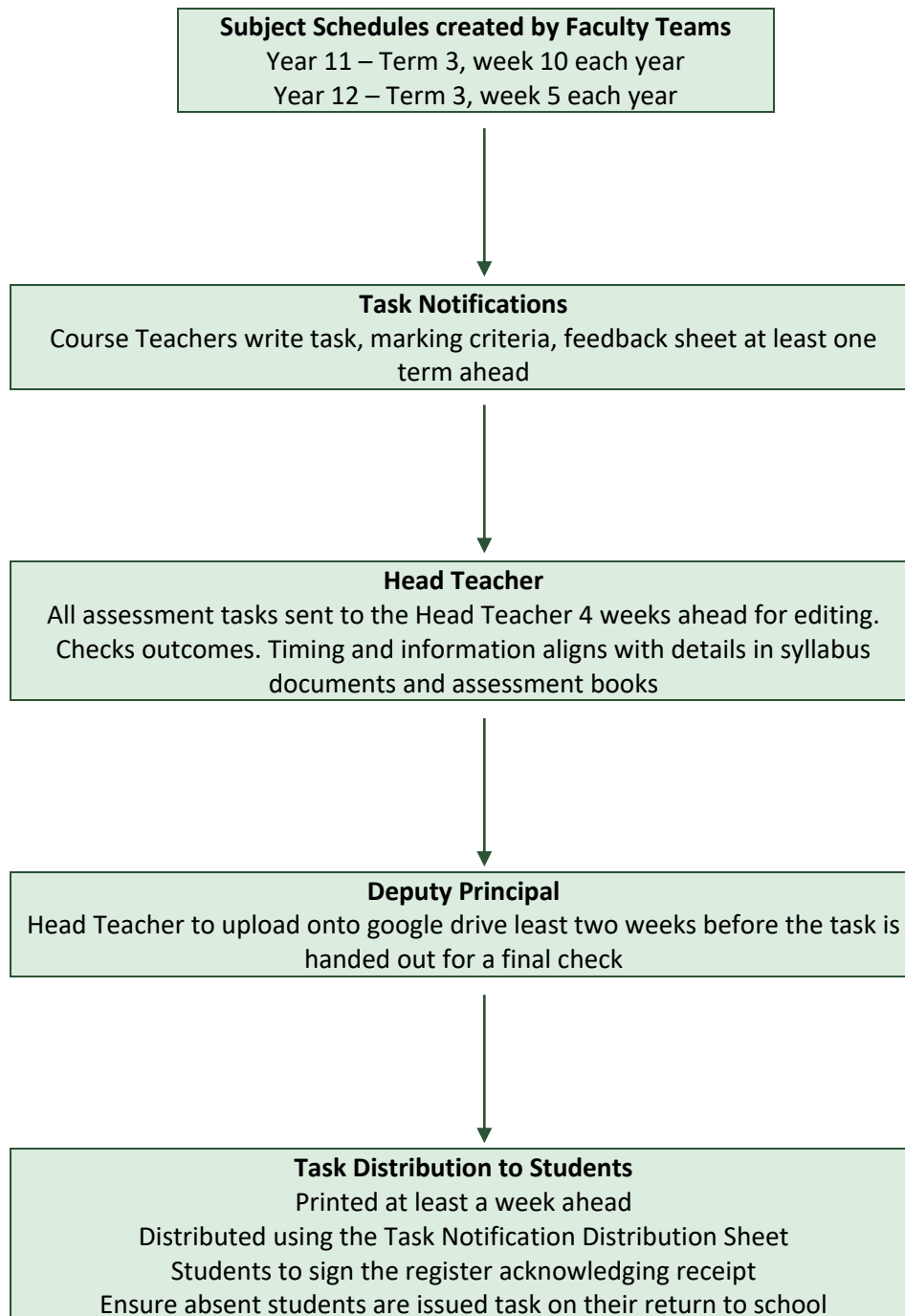
K. WHERE IN THE SCHOOL CAN STUDENTS, PARENTS AND STAFF GO FOR ADVICE?

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

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



CREATING/SETTING ASSESSMENT SCHEDULES AND TASKS





ASSESSMENT TASK CHANGE OF DATE REQUEST

Task Title and description: _____

Course: _____

Year: _____

Task Number: _____

Assessment Weighting: _____

Task Initial Due Date: _____

Proposed Date Change: _____

Explanation for required date change:

Head Teacher recommendation:

Recommended

Denied

Comment:

Final Deputy Principal Approval:

Approved

Denied

Comment:

**It is the Head Teacher's responsibility to ensure that ALL students are notified in writing of the change of date for any assessable task*



Canobolas Rural Technology High School

Truth Through Knowledge

ASSESSMENT TASK CHANGE OF DATE NOTIFICATION

Task Title: _____

Course: _____ **Year:** _____

Task Number: _____ **Assessment Weighting:** _____

Student Name: _____ **Teacher Name:** _____

Original Date of Notification: _____

Change of Notification Date: _____

Original Due Date: _____

ADJUSTED DUE DATE:



RECEIPT

(student to sign and return to the teacher acknowledging the change of date for an assessable task)

Course: _____ **Year:** _____ **Task Number:** _____

Student Name: _____ **Teacher Name:** _____

Student Signature _____ **Teacher Signature:** _____

Date: _____ **Date:** _____



ASSESSMENT TASK NOTIFICATION

Subject:	
Topic:	
Class Teacher:	
Head Teacher:	
Year	
Date Given:	
Date Due:	
Weighting:	

Assessment Outline

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases.

Failure to follow the above procedures may result in a zero award.

Plagiarism:

Plagiarism, the use of the work of others without acknowledgement, will incur serious penalties and may result in a zero award. Any cheating will also incur penalties.

Outcomes Assessed:



APPLICATION FOR ILLNESS/MISADVENTURE

Submit before the due date of the task OR at time of illness/misadventure
but no later than 48 hours (two school days) after the due date of the task.

HSC

Preliminary

ROSA 7-10

Student Name: _____

Course: _____

Task Name: _____

Teacher: _____

Due Date: _____

Date of form submission: _____

Course Head Teacher contacted

If your application is highly confidential or sensitive in nature you may contact the Principal directly

Nature of request (please select):

ILLNESS

MISADVENTURE

Please **provide details** and **attach independent evidence** to this form:

Student Signature: _____

Date: _____

Parent/Caregiver Signature: _____

Date: _____

All fields must be completed



Canobolas Rural Technology High School

Truth Through Knowledge

PART 2 - STAFF ONLY

Illness/Misadventure Application Form

STEP 1 – Head Teacher Recommendation

Student Name: _____

Course: _____

Task Name: _____

Faculty: _____

Supported

Not Supported

Additional
Comments:

Head Teacher Signature: _____

Date: _____

STEP 2 – Decision from the Executive Team

Supported

Not Supported

New date to complete /submit task

Insufficient cause demonstrated

Date: _____

New date to complete like task

Date: _____

Exempt from task (Principal direction only)

Student informed and recorded

Additional
Comments:

Student Signature: _____

Date: _____

Deputy Principal Signature: _____

Date: _____

STEP 3 – Right of Appeal to Senior Executive

A student has the right to appeal the decision made in Step 1. The student must present in writing **explicit reasons/any new evidence** for appealing the Executive Team decision and submit this written appeal to the **Deputy Principal** (within 48 hours of the Executive Team decision).

Senior Executive/Principal Decision: Supported

Not Supported

Additional
Comments:

Student Signature: _____

Date: _____

Principal Signature: _____

Date: _____



DISABILITY PROVISIONS FOR HIGHER SCHOOL CERTIFICATE

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

If you wish to apply for Disability Provisions, please complete the form below, and return to the Head Teacher Wellbeing as soon as possible.

Student Name: _____

Student Number: _____

Reason for application:

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

Have you previously had Special Provisions for exams at Canobolas Rural Technology High School? If so, what were they?

Student Signature: _____

Date: _____

Parent/Caregiver Signature: _____

Date: _____



Canobolas Rural Technology High School

Truth Through Knowledge

CHANGE TO SENIOR COURSE PROGRAM

Students should seek advice from their Year Advisor, Head Teachers and the Careers Advisor before seeking a change to their Preliminary/HSC curriculum.

NAME: _____ **YEAR:** _____ **DATE:** _____

Program of Study: Year 11 / HSC

Subjects:		Unit Value		
		Value	ATAR Eligible	ATAR Eligible ONLY with option exam
1				
2				
3				
4				
5				
6				
7				
TOTAL:				

Changes Made

Withdraw From:	CT Initials	HT Initials	Enrol In:	CT Initials	HT Initials

NESA Checklist

ATAR Checklist

<input type="checkbox"/> HSC: At Least 10 Units	<input type="checkbox"/> Is eligible for Australia Tertiary Admission Rank(ATAR)
OR	<input type="checkbox"/> At least 10 units of Board Developed Course
<input type="checkbox"/> Preliminary: At least 12 Units	<input type="checkbox"/> Any course restrictions explained (i.e. Examinations)
<input type="checkbox"/> At least 2 units of English	
<input type="checkbox"/> At least 6 units of Board Developed Courses	
<input type="checkbox"/> At least 3 courses of 2 units or greater	
<input type="checkbox"/> At least 4 subjects	
<input type="checkbox"/> No course combinations that are subject to exclusions.	

Parent/student Signature

I am aware that my son/daughter wishes to changes subjects and will/will not be eligible for a ATAR			
Parent Signature:		Student Signature:	

This form must be returned to the Deputy Principal for your year group who will check the form and organise your NESA entry and timetable updates.

Students must have a timetable re-issued before attending or withdrawing from a course.

School Approval

Deputy Principal		Date:	
Head Teacher Admin		Date:	

Office Use ONLY

Head Teacher Administration			Deputy Principal		
Student Timetable updated	YES	NO	Student Online NESA Entry updated/Signed by student and filed	YES	NO
Email Staff	YES	NO	Original form & COE in Student file	YES	NO
Signature & Date:			Signature & Date:		

SECTION VI: HSC ASSESSMENT CALENDAR

Week	Term 4, 2023	Term 1, 2024	Term 2, 2024	Term 3, 2024
1				English Extension 2 Legal Studies
2			English Extension 2	Industrial Technology
3		English Extension 2		HSC TRIAL EXAMINATIONS
4				
5			English Extension 1 Exploring Early Childhood Biology	
6	Aboriginal Studies Music 1 Business Studies	English Extension 1 Modern History	Legal Studies Music 1 Visual Arts Business Studies	Photography, Video & Digital Imaging Work Studies English Studies
7	Mathematics Advanced Numeracy Biology Chemistry Agriculture Industrial Technology	Music 1 Business Studies Biology	Chinese Beginners Community & Family Studies Mathematics Advanced Photography, Video & Digital Imaging	Exploring Early Childhood Sports, Lifestyle and Recreation Visual Design Numeracy
8	English Advanced English Standard English Studies Food Technology Mathematics Standard 1 Mathematics Standard 2	Mathematics Standard 1 Mathematics Standard 2 Numeracy Sport, Lifestyle & Recreation PDHPE Community and Family Studies Exploring Early Childhood	Aboriginal Studies Food Technology Investigating Science Modern History	
9	Ancient History Chinese Beginners Exploring Early Childhood PDHPE Sport, Lifestyle & Recreation Investigating Science Modern History	Agriculture Chinese Beginners English Advanced English Standard English Studies Visual Arts Work Studies	Mathematics Standard 1 Mathematics Standard 2 Chemistry English Advanced English Standard English Studies Work Studies	
10	Community & Family Studies Legal Studies Visual Arts	Ancient History Food Technology Mathematics Advanced Photography, Video & Digital Imaging Visual Design	Agriculture Ancient History PDHPE Visual Design	
11		Aboriginal Studies Industrial Technology Investigating Science Chemistry		

*** Please see Big Picture calendar in Section VII.

SECTION VII: SUBJECTS, COURSE COMPONENTS, OUTCOMES ASSESSED AND WEIGHTINGS

Aboriginal Studies

KLA: HSIE

Head Teacher: P Adcock

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 6	Knowledge and understanding Investigation analysis, synthesis and evaluation Communication in appropriate forms	5 5 5	Global Perspectives Digital Essay	H1.2, H1.3, H2.2	15%
2	2024 Term 1 Week 11	Knowledge and understanding Investigation analysis, synthesis and evaluation Research and Inquiry Communication in appropriate forms	5 15 15 5	Major Project & Completed Logbook	H4.1, H4.2, H4.3	40%
3	2024 Term 2 Week 8	Knowledge and understanding Communication in appropriate forms	10 5	Community Comparison Extended Response	H2.1, H2.2, H3.3	15%
4	2024 Term 3 Weeks 3-5	Knowledge and understanding	30	HSC Trial Examination	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.3	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	40
Investigation, analysis, synthesis, and evaluation of information from a variety of sources and perspectives	25
Research and inquiry methods, including aspects of the Major Project	20
Communication of information, ideas and issues in appropriate forms	15

Higher School Certificate Course Outcomes

H1.1	Evaluate the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
H1.2	Analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
H1.3	Assess the representation of Aboriginal peoples and cultures for bias and stereotyping
H2.1	Examine contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
H2.2	Analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
H3.1	Assess the effectiveness of government policies, legislation and legal decisions in addressing discrimination
H3.2	Evaluate the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
H3.3	Evaluate initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
H4.1	Plan, investigate, analyses, synthesises and communicate relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
H4.2	Undertake community consultation and fieldwork and applies ethical research practices
H4.3	Investigate and compare the histories and cultures of Aboriginal peoples and other Indigenous peoples

Agriculture

KLA: TAS

Head Teacher: A Hetherington

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 7	Knowledge and understanding Management Skills	10 10 10	Soils and Sustainability Report	H1.1, H2.1, H2.2	30%
2	2024 Term 1 Week 9	Knowledge and understanding Management Skills	5 15 10	Farm Product Study Report	H3.1, H3.2, H3.3, H3.4	30%
3	2024 Term 2 Week 10	Knowledge and understanding Management Skills	5 5 5	Elective Research Task	H3.4, H4.1, H5.1	10%
4	2024 Term 3 Weeks 3-5	Knowledge and understanding Management	10 15	HSC Trial Examination	H1.1, H2.1, H2.2, H3.4, H5.1	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of the course content	40
Management and decision making	40
Skills in effective research, experimentation and communication	20

Higher School Certificate Course Outcomes

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

Ancient History

KLA: HSIE

Head Teacher: P Adcock

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 9	Knowledge and understanding Historical skills Inquiry and research Communication	5 5 5 10	Core topic: Site investigation	AH12-1, AH12-7, AH12-8, AH12-10	20%
2	2024 Term 1 Week 10	Knowledge and understanding Historical skills Inquiry and research Communication	10 5 10 5	Ancient Societies: Historical source analysis	AH12-2, AH12-6, AH12-8, AH12-10	30%
3	2024 Term 2 Week 10	Knowledge and understanding Historical skills Inquiry and research	15 5 5	Personalities in their times: Historical biography	AH12-3, AH12-4, AH12-5, AH12-9	20%
4	2024 Term 3 Weeks 3-5	Knowledge and understanding Historical skills Communication	10 5 5	HSC Trial Examination	AH12-1, AH12-6, AH12-9	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20

Higher School Certificate Course Outcomes

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

Big Picture – International Big Picture Learning Credential (IBPLC) – Non-ATAR/HSC

KLA: BIG PICTURE

Head Teacher: L Rose

Credential Assessment Rounds – 6 Learning Frames entered via RUBY Digital Platform (University of Melbourne)

Year	Semester 1	Semester 2
12	<p>Assessment Round 1 IBPLC Report Issued: Term 2 Week 5</p>	<p>Final Assessment Round 2 Digital Transcript - The Credential: Term 3 Week 10 CredFOLIO Uploaded Evidence: Term 4 Week 2 CredFOLIO SHARE link created: Term 4 Week 5</p>

Sources of evidence for the Credential Assessment Rounds are drawn from student work samples collated in the Big Picture ePortfolio and Working Portfolio as outlined below.

#	Evidence	Term 4		Term 1		Term 2		Term 3	
1	Senior Thesis/ Project	Project exploration, Inquiry questions, Mentor contacts Research posed	Wk 1-7	Mindmap, terminology page, ALARM questions, Project Proposal, LGoal Research	Wk 1-7	Annotated bib research (5), data collection, analysis of results	Wk 1-8	Research evidence = Compose Project/Thesis	Wk 1-8
2	Interest Project (WB)	Collate evidence	Wk 1-10	Collate evidence	Wk 1-10	Collate evidence	Wk 1-10	Collate evidence	Wk 1-10
3	LTI	Mentor and Support crew sourced, Informational interviews/shadow days explored	Wk 2-10	Contact List, Preplacement Anthropologies, Informational interviews, SPR, Shadow days + R	Wk 5-10	Contact List, Preplacement Anthropologies, Informational interviews, SPR, Shadow days + R	Wk 2-10	Contact List, Preplacement Anthropologies, Informational interviews, SPR, Shadow days + R	Wk 2-10
4	Auto	Bk Review #4/7 Journals Auto 7,8,9,10	Wk 1-7	Bk Review #5/7 Journals Auto – Review	Wk 1-7	Bk Review #6/7 Journals Auto Polish/bind	Wk 1-7	Bk Review #7/7 Journals Auto upload	Wk 1-7
5	Exhibitions	Support crew + mentor prest'n	Wk 7-8	Script/ PPT + R	Wk 7-8	Script/ PPT + R	Wk 7-8	Script/ PPT + R	Wk 7-8
6	Social Action	Charity fundraiser for school	Wk 1-10	Excursions + R Sally Foundation	Wk 1-10	Canteen Vol + R Sally Foundation	Wk 1-8	Wangarang visits + reflection essay	Wk 6-8
7	Post School Project	PPT = 4 Pathway explorations	Wk 1-8	Business cards/Flyer	Wk 1-7	BP Credfolio	Wk 1-8	Resume/Cover letter/ Blurb	Wk 1-8
8	Learning Plans	P4L meeting + R T4 LPLAN	Wk 2/3/4	P4L meeting + R T1 LPLAN	Wk 2/3/4	P4L meeting + R T2 LPLAN + R	Wk 2/3/4	P4L meeting + R T3 LPLAN	Wk 2/3/4
9	Narrative	T4 Narrative + SWOT	Wk 9	T1 Narrative + SWOT	Wk 9	T2 Narrative + SWOT	Wk 9	T3 Narrative + SWOT	Wk 9
10	LCP	Jnr Town Hall activities	Wk 2-8	Advisory WB activities		Town hall L'ship activity	Wk 1-10	Town hall L'ship activity	Wk 1-10
11	Video Profile	CREATE Yr 12 OneDrive BP Portfolio + GSites IBPLC ePortfolio	Wk 2-10	REVIEW OneDrive BP Portfolio + GSites IBPLC ePortfolio	Wk 1-7	UPLOAD OneDrive BP Portfolio to GSites IBPLC ePortfolio	Wk 1-8	UPLOAD OneDrive BP Portfolio to GSites IBPLC ePortfolio	Wk 1-8
12	TAFE	T4 Summary + Upload evidence to ePortfolio	Wk 1-8	T1 Summary + Upload evidence to ePortfolio	Wk 1-8	T2 Summary + Upload evidence to ePortfolio	Wk 1-8	T3 Summary + Upload evidence to ePortfolio	Wk 1-8
13	M/s	Upload evidence to ePortfolio	Wk 1-8	Upload evidence to ePortfolio	Wk 1-8	Upload evidence to ePortfolio	Wk 1-8	Upload evidence to ePortfolio	Wk 1-8

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 7	Knowledge and understanding Working Scientifically	5 15	Scientific Modelling Investigation	BIO12-5, BIO12-6, BIO12-7, BIO12-12	20%
2	2024 Term 1 Week 7	Knowledge and understanding Working Scientifically	5 15	Depth Study	BIO12-1, BIO12-3, BIO12-5, BIO12-7, BIO12-13	20%
3	2024 Term 2 Week 5	Knowledge and understanding Working Scientifically	10 20	Practical investigation	BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-14	30%
4	2024 Term 3 Weeks 3-5	Knowledge and understanding Working Scientifically	20 10	HSC Trial Examination	BIO12-5, BIO12-6, BIO12-12, BIO12-13, BIO12-14, BIO12-15	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	40
Skills in working scientifically	60

Higher School Certificate Course Outcomes

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

Business Studies

KLA: HSIE

Head Teacher: P Adcock

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	Term 4 2023 Week 6	Stimulus-based skills	30	Operations	H2, H3, H4, H5, H6	20%
2	Term 1 2024 Weeks 7	Communication of business information, ideas and issues in appropriate forms	30	Financial Statement Analysis	H1, H2, H3, H7, H8, H9	25%
3	Term 2 2024 Week 6	Inquiry and research Communication	10	Case Study: Marketing	H3, H4, H9	25%
4	Term 3 2024 Weeks 3-5	Knowledge and understanding	30	Trial HSC Examination	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	25%
Stimulus-based Skills	25%
Inquiry and research	25%
Communication of business information, ideas and issues in appropriate forms	25%

Higher School Certificate Course Outcomes

H1	Critically analyse the role of business in Australia and globally
H2	Evaluate management strategies in response to changes in internal and external influences
H3	Discuss the social and ethical responsibilities of management
H4	Analyse business functions and processes in large and global businesses
H5	Explain management strategies and their impact on businesses
H6	Evaluate the effectiveness of management in the performance of businesses
H7	Plan and conduct investigations into contemporary business issues
H8	Organise and evaluate information
H9	Communicate business information, issues and concepts in appropriate formats
H10	Apply mathematical concepts appropriately in business situations
H1	Critically analyse the role of business in Australia and globally

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 7	Knowledge and understanding Working Scientifically	5 10	Working Scientifically Task	CH12-5, CH12-6, CH12-12,	15%
2	2024 Term 1 Week 11	Knowledge and understanding Working Scientifically	10 15	Titration Depth Study	CH12-1, CH12-2, CH12-3, CH12-4 CH12-7 CH12-13	25%
3	2024 Term 2 Week 9	Knowledge and understanding Working Scientifically	14 16	Hydrocarbon Research Task	CH12-3, CH12-5, CH12-7, CH12-14	30%
4	2023 Term 3 Weeks 3-5	Knowledge and understanding Working Scientifically	12 18	HSC Trial Examination	CH12-6, CH12-12, CH12-13, CH12-14 CH12-15	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	40
Skills in working scientifically	60

Higher School Certificate Course Outcomes

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

Chinese Beginners

KLA: English/Languages

Head Teacher: G Halstead

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 9	Listening Speaking	10 10	Responds to different modes of texts (Prescribed topics: Holidays, Travel and Tourism)	1.2, 1.3, 2.1, 2.3	20%
2	2024 Term 1 Week 9	Reading Writing	10 15	Responds to written stimuli (Prescribed topics: Education and Work)	2.2, 2.4, 3.1, 3.2, 3.3	25%
3	2024 Term 2 Week 7	Listening Reading Speaking	10 10 5	Responds to different modes of texts + Q & A (Prescribed topics: Future Plans and Aspirations)	1.2, 1.3, 2.2, 2.3, 2.4	25%
4	2024 Term 3 Weeks 3-5	Listening Reading Speaking Writing	10 10 5 5	Trial HSC Examination (Prescribed topics covered)	1.1, 1.4, 2.5, 2.6, 3.4	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Listening	30
Reading	30
Speaking	20
Writing	20

Higher School Certificate Course Outcomes

1.1	Establishes and maintains communication in Chinese
1.2	Manipulates linguistic structures to express ideas effectively in Chinese
1.3	Sequences ideas and information
1.4	Applies knowledge of the culture of Chinese-speaking communities to interact appropriately
2.1	Understands and interprets information in texts using a range of strategies
2.2	Conveys the gist of and identifies specific information in texts
2.3	Summarises the main points of a text
2.4	Draws conclusions from or justifies an opinion about a text
2.5	Identifies the purpose, context and audience of a text
2.6	Identifies and explains aspects of the culture of Chinese-speaking communities in texts
3.1	Produces texts appropriate to audience, purpose and context
3.2	Structures and sequences ideas and information
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Chinese
3.4	Applies knowledge of the culture of Chinese-speaking communities to the production of texts

Community and Family Studies

KLA: PDHPE

Head Teacher: L Abrahams

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 10	Research methodology – Module 1 Knowledge and understanding Skills in critical thinking, research methodology, analysis and communicating	5 10	IRP Report	H4.1, H4.2	15%
2	2024 Term 1 Week 8	Groups in Context – Module 2 Knowledge and understanding Skills in critical thinking, research methodology, analysis and communicating	10 15	In class writing task	H3.1, H3.3	25%
3	2024 Term 2 Week 7	Social Impact of Technology – Module 3 Knowledge and understanding Skills in critical thinking, research methodology, analysis and communicating	15 15	Case study with in class writing task	H2.3, H3.4	30%
4	2024 Term 3 Weeks 3-5	Module 1, Module 2, Module 3, Option: Social Impact of Technology Knowledge and understanding Skills in critical thinking, research methodology, analysis and communicating	10 20	HSC Trial Examination	H1.1, H2.1, H2.2, H3.1, H3.2, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	40
Skills in critical thinking, research methodology, analysing and communicating	60

Higher School Certificate Course Outcomes

H1.1	Analyse the effect of resource management on the wellbeing of individuals, groups, families & communities
H2.1	Analyse different approaches to parenting and caring relationships
H2.2	Evaluate strategies to contribute to positive relationships and the wellbeing of individuals, groups, families & communities
H2.3	Critically examine how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	Analyse the socio-cultural factors that lead to special needs of individuals in groups
H3.2	Evaluate networks available to individuals, groups and families within communities
H3.3	Critically analyse the role of policy and community structures in supporting diversity
H3.4	Critically evaluate the impact of social, legal and technological change on individuals, groups, families and communities
H4.1	Justify and apply appropriate research methodologies
H4.2	Communicate idea, debates issues, and justifies opinions
H5.1	Propose management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	Develop strategies for managing multiple roles and demands of family, work and other environments
H6.1	Analyse how the empowerment of women and men influences the way they function within society
H6.2	Formulate strategic plans that preserve rights, promote responsibilities and establish role leading to the creation of positive social environments
H7.1	Appreciate differences among individuals, groups and families within communities and value their contributions to society
H7.2	Develop a sense of responsibility for the wellbeing of themselves and others

H7.3	Appreciate the value of resource management in response to change
H7.4	Value the place of management in coping with a variety of role expectations

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 8	Knowledge Skills	10 10	Multimodal Presentation & Timed Justification at Check-In phase <i>(Common Module)</i>	EA12-2, EA12-6, EA12-7	20%
2	2024 Term 1 Week 9	Knowledge Skills	10 15	Timed Expository Response in class with 2x A4 pages of notes <i>(Module A)</i>	EA12-1, EA12-6, EA12-8	30%
3	2024 Term 2 Week 9	Knowledge Skills	10 15	Persuasive or Discursive Writing & Timed Reflection Statement after submission <i>(Module C)</i>	EA12-2, EA12-4, EA12-9	20%
4	2024 Term 3 Weeks 3-5	Knowledge Skills	15 15	HSC Trial Examination <i>(Common Module, Mod A, Mod B and Mod C)</i>	EA12-3, EA12-5, EA12-7, EA12-8	30%

* Module C will be examined in the Trials, however it will be excluded from the reportable calculation of Trial results

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

Higher School Certificate Course Outcomes

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

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 8	Knowledge Skills	10 10	Multimodal Presentation & Timed Justification at Check-In phase <i>(Common Module)</i>	EN12-2, EN12-6, EN12-7	20%
2	2024 Term 1 Week 9	Knowledge Skills	10 15	Timed Expository Response in class with 1x A4 page of notes <i>(Module A)</i>	EN12-1, EN12-6, EN12-8	30%
3	2024 Term 2 Week 9	Knowledge Skills	10 15	Persuasive or Discursive Writing & Timed Reflection Statement after submission <i>(Module C)</i>	EN12-2, EN12-4, EN12-9	20%
4	2024 Term 3 Weeks 3-5	Knowledge Skills	15 15	HSC Trial Examination <i>(Common Module, Mod A, Mod B and Mod C)</i>	EN12-3, EN12-5, EN12-7, EN12-8	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	50
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively.	50

Higher School Certificate Course Outcomes

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

English Studies (*)

KLA: ENGLISH

Head Teacher: G Halstead

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 8	Knowledge Skills	15 15	Multimodal Presentation (Common Module)	ES12-2, ES12-5, ES12-8, ES12-9	30%
2	2024 Term 1 Week 9	Knowledge Skills	10 10	Transcript (Module A)	ES12-6, ES12-7, ES12-8	20%
3	2024 Term 2 Week 9	Knowledge Skills	10 10	In Class Written Response (Module E)	ES12-2, ES12-5, ES12-6, ES12-9	20%
4	2024 Term 3 Weeks 6	Knowledge Skills	15 15	Portfolio of classwork (Common Module + Mod A + Mod E)	ES12-1, ES12-3, ES12-4, ES12-10	30%

(*) Provision will be made to sit the Trial Examination, however results will be excluded from the reportable grades.

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	50
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively.	50

Higher School Certificate Course Outcomes

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

English Extension 1

KLA: ENGLISH

Head Teacher: G Halstead

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2024 Term 1 Week 6	Knowledge	15	Timed Creative Response applying formal feedback from Draft phase & Reflection due day after <i>(Common Module + Elective)</i>	EE12-1, EE12-2, EE12-3, EE12-5	30%
		Skills	15			
2	2024 Term 2 Week 5	Knowledge	20	Critical Response with related text and stimulus <i>(Common Module + Elective)</i>	EE12-2, EE12-3, EE12-4	40%
		Skills	20			
3	2024 Term 3 Weeks 3-5	Knowledge	15	HSC Trial Examination <i>(Common Module + Elective)</i>	EE12-2, EE12-4, EE12-5	30%
		Skills	15			

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	50
Skills in complex analysis, sustained composition and independent investigation	50

Higher School Certificate Course Outcomes

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

English Extension 2

KLA: ENGLISH

Head Teacher: G Halstead

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2024 Term 1 Week 3	Knowledge	15	Viva Voce (including written proposal + presentation of journal)	EEX12-1, EEX12-4, EEX12-5	30%
		Skills	15			
2	2024 Term 2 Week 2	Knowledge	20	Literature Review (+ presentation of journal)	EEX12-2, EEX12-3, EEX12-4	40%
		Skills	20			
3	2024 Term 1 Week 1	Knowledge	15	Critique of the Creative Process	EEX12-2, EEX12-4, EEX12-5	30%
		Skills	15			

Mandatory Course Assessment Weightings

Component	Weighting %
Skills in extensive independent research	50
Skills in sustained composition	50

Higher School Certificate Course Outcomes

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

Exploring Early Childhood (CEC)

KLA: PDHPE

Head Teacher: L Abrahams

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 9	Knowledge and understanding Skills	10 10	Children's Services Industry	2.1, 2.4	20%
2	2024 Term 1 Week 8	Knowledge and understanding Skills	10 10	Aboriginal Culture	1.4, 2.2, 2.3	20%
3	2024 Term 2 Week 5	Knowledge and understanding Skills	5 25	Practical	1.4, 2.4, 4.2	30%
4	2024 Term 3 Week 3-5	Knowledge and understanding Skills	5 25	HSC Trial Examination	1.1, 1.2, 1.3, 1.4, 2.4	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	50
Skills	50

Higher School Certificate Course Outcomes

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

Food Technology

KLA: TAS

Head Teacher: A Hetherington

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 8	Knowledge and understanding Knowledge and Skills	10 15	Food Industry Report Case Study	H1.2, H1.4, H3.1	20%
2	2024 Term 1 Week 10	Knowledge and understanding Skills in experimenting	5 20	Food Manufacture Investigation Report	H1.1, H4.1	25%
3	2024 Term 2 Week 8	Knowledge and understanding Knowledge and skills Skills in experimenting	10 5 10	Food Product Development Experiment and preparation	H1.3, H4.1	25%
4	2024 Term 3 Weeks 3-5	Knowledge and understanding Knowledge and Skills	15 10	HSC Trial Examination	All outcomes could be assessed	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	40
Knowledge and skills in designing, researching, analysing and evaluating	30
Skills in experimenting with and preparing food by applying theoretical concepts	30

Higher School Certificate Course Outcomes

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

Industrial Technology Timber

KLA: TAS

Head Teacher: A Hetherington

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	Term 4 2023 Week 7	Knowledge & understanding Design, management, communication & production	5 15	Designing ad Planning Presentation	H3.1, H3.2, H3.3, H5.1	20%
2	2024 Term 1 Week 11	Knowledge & understanding Design, management, communication & production	5 15	Industry Study Written Report	H1.1, H1.2, H1.3, H7.2	20%
3	2024 Term 3 Week 2	Knowledge & understanding Design, management, communication & production	10 20	Project Development Management	H2.1,H3.3, H4.1, H5.1, H5.2, H6.2	30%
4	2024 Term 3 Week 3 & 4	Knowledge & understanding Design, management, communication & production	20 10	Trial HSC Examination	All Outcomes	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	40%
Knowledge and skills in the design, management, communication and production of a Major project	60%

Higher School Certificate Course Outcomes

H1.1	investigates industry through the study of businesses in one focus area
H1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H1.3	identifies important historical developments in the focus area industry
H2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
H3.1	Demonstrates skills in sketching, producing and interpreting drawings
H3.2	selects and applies appropriate research and problem-solving skills
H3.3	applies and justifies design principles effectively through the production of a major project
H4.1	demonstrates competency in practical skills appropriate to the major project
H4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.8	critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1	selects and uses communication and information processing skills
H5.2	examines and applies appropriate documentation techniques to project management
H6.1	evaluates the characteristics of quality manufactured products
H6.2	applies the principals of quality and quality control
H7.1	Explains the impact of the focus area industry on the social and physical environment
H7.2	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Investigating Science

KLA: SCIENCE

Head Teacher: K Mason

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 9	Knowledge and understanding Working Scientifically	10 10	Practical Investigation	INS12-1, INS12-2, INS12-3, INS12-4, INS12-5, INS12-7, INS12-12	20%
2	2024 Term 1 Week 11	Knowledge and understanding Working Scientifically	10 20	Depth Study – Student Research Project	INS12-2, INS12-3, INS12-4, INS12-7, INS12-13	30%
3	2024 Term 2 Week 8	Knowledge and understanding Working Scientifically	10 10	Skills Test	INS12-4, INS12-5, INS12-6, INS12-14	20%
4	2024 Term 3 Weeks 3-5	Knowledge and understanding Working Scientifically	10 20	HSC Trial Examination	INS12-5, INS12-6, INS12-7, INS12-12, INS12-13, INS12-14, INS12-15	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	40
Skills in working scientifically	60

Higher School Certificate Course Outcomes

INS12-1	Develops and evaluates questions and hypotheses for scientific investigation
INS12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
INS12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
INS12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS12-5	Analyses and evaluates primary and secondary data and information
INS12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS12-12	Develops and evaluates the process of undertaking scientific investigations
INS12-13	Describes and explains how science drives the development of technologies

INS12-14	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	Evaluates the implications of ethical, social, economic and political influences on science

Legal Studies

KLA: HSIE

Head Teacher: P Adcock

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 10	Knowledge and understanding Inquiry and research Communication	5 10 5	Crime File and Written Report	H1, H3, H8, H9	20%
2	2024 Term 2 Week 6	Knowledge and understanding Inquiry and research Analysis and evaluation Communication	5 10 5 5	Human Rights Research Task	H2, H3, H4, H8, H9,	25%
3	2024 Term 3 Week 1	Knowledge and understanding Analysis and evaluation Communication	10 5 10	Option Study Written Report	H3, H5, H6, H7, H9	25%
4	2024 Term 3 Weeks 3-5	Knowledge and understanding Analysis and evaluation	20 10	HSC Trial Examination	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	40
Analysis and evaluation	20
Inquiry and research	20
Communication of legal information, issues and ideas in appropriate forms	20

Higher School Certificate Course Outcomes

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

Mathematics Advanced**KLA: MATHEMATICS****Head Teacher: L Arman**

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 7	Understanding Problem-Solving	10 5	Topic Test	MA12-1, MA12-5, MA12-10	15%
2	2024 Term 1 Week 10	Understanding Problem-Solving	15 10	Investigation Task	MA12-3, MA12-6, MA12-9, MA12-10	25%
3	2024 Term 2 Week 7	Understanding Problem-Solving	10 20	Assessment Task	MA12-8, MA12-9, MA12-10	30%
4	2024 Term 3 Weeks 3-5	Understanding Problem-Solving	15 15	HSC Trial Examination	ALL OUTCOMES	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Understanding, fluency and communication	50
Problem-solving, reasoning and justification	50

Higher School Certificate Course Outcomes

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

Mathematics Standard 1
KLA: MATHEMATICS

Head Teacher: M Sommers

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 8	Understanding Problem-Solving	10 10	Topic Test	MS1-12-3, MS1-12-5, MS1-12-10	20%
2	2024 Term 1 Week 8	Understanding Problem-Solving	15 15	Investigation Task	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	30%
3	2024 Term 2 Week 9	Understanding Problem-Solving	10 10	Modelling Task	MS1-12-8, MS1-12-9, MS1-12-10	20%
4	2024 Term 3 Weeks 3-5	Understanding Problem-Solving	15 15	Formal Examination	ALL OUTCOMES	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Understanding, fluency and communication	50
Problem-solving, reasoning and justification	50

Higher School Certificate Course Outcomes

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

Mathematics Standard 2

KLA: MATHEMATICS

Head Teacher: L Arman

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 8	Understanding Problem-Solving	10 10	Topic Test	MS2-12-1, MS2-12-5, MS2-12-10	20%
2	2024 Term 1 Week 8	Understanding Problem-Solving	15 10	Investigation Task	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10	25%
3	2024 Term 2 Week 9	Understanding Problem-Solving	10 15	Modelling Task	MS2-12-1, MS2-12-8, MS2-12-9, MS2-12-10	25%
4	2024 Term 3 Weeks 3-5	Understanding Problem-Solving	15 15	HSC Trial Examination	ALL OUTCOMES	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Understanding, fluency and communication	50
Problem-solving, reasoning and justification	50

Higher School Certificate Course Outcomes

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

Modern History

KLA: HSIE

Head Teacher: P Adcock

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	Term 4 Week 9 2023	Knowledge and understanding Historical skills Historical inquiry and research Communication	5 5 10	Historical Analysis Core Study: Power and Authority in the Modern World 1919- 1946	MH12- 2, 3, 4, 5, 8, 9	20%
2	Term 1 Week 6 2024	Knowledge and understanding Historical skills Historical inquiry and research Communication	10 5 10	Research Essay Peace and Conflict	MH12- 3, 4, 6, 7, 9	25%
3	Term 2 Week 8 2024	Knowledge and understanding Historical skills Historical inquiry and research Communication	10 5 5 5	Prepared Response National Studies	MH12- 2, 5, 7, 8	25%
4	Term 3 Week 3-5 2024	Knowledge and understanding Historical skills Historical inquiry and research Communication	15 10 5	Trial HSC Examination	MH12- 1, 3, 4, 5, 7, 9	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	40%
Historical skills in the analysis and evaluation of sources and interpretations	20%
Historical inquiry and research	20%
Communication of historical understanding in appropriate forms	20%

Higher School Certificate Course Outcomes

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

Music 1

KLA: CAPA

Head Teacher: G Lindsay

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 6	Music of the 20 th and 21 st Century	10 10	Core Musicology Elective 1*	H2, H4, H5, H6, H8, H10	20%
2	2024 Term 1 Week 7	Australian Music	5 10 10	Core Performance Aural Core Elective 2*	H1, H7, H9, H10, H11 H4, H5, H6, H10	25%
3	2024 Term 2 Week 6	Elective Topic	10 10	Core Composition Elective 3*	H3, H7, H8, H10, H11	30%
4	2024 Term 3 Weeks 3-5	HSC Trial Examination	15 5 5 5 5	Aural Core Core Performance Elective 1* Elective 2* Elective 3*	H4, H5, H6, H10 H1, H7, H9, H10, H11	35%

*Outcomes will depend on elective selected and may vary H1, H2, H3, H4, H5, H6, H7, H8. H8. H9, H10, H11

Mandatory Course Assessment Weightings

Component	Weighting %
Core Performance	10
Core Composition	10
Core Musicology	10
Aural	25
3 Electives	45

Through activities in performance, composition, musicology and aural, a student:

Will develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.

Higher School Certificate Course Outcomes

H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H5	critically evaluates and discusses performances and compositions
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music
H9	performs as a means of self-expression and communication
H10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H11	demonstrates a willingness to accept and use constructive criticism

Numeracy (CEC)
KLA: MATHEMATICS

Head Teacher: M Sommers

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 7	Numerical Reasoning Mathematical Thinking	15 15	Investigation Assignment	N6-1.1, N6-1.2, N6-1.3, N6-2.3, N6-3.1	30%
2	2024 Term 1 Week 8	Numerical Reasoning Mathematical Thinking	20 20	Investigation Assignment	N6-1.1, N6-1.2, N6-2.4 N6-2.5, N6-3.2	40%
3	2024 Term 3 Week 7	Numerical Reasoning Mathematical Thinking	15 15	Investigation Assignment	N6-1.1, N6-1.2, N6-1.3, N6-2.3, N6-3.2	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Numerical Reasoning	50
Mathematical Thinking	50

Higher School Certificate Course Outcomes

N6-1.1	Recognises and Numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
N6-1.2	Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
N6-2.1	Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
N6-2.2	Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
N6-2.3	Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-2.4	Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
N6-2.5	Chooses and applies efficient strategies to analyse and solve everyday problems involving location space and design
N6-3.1	Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-3.2	Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of contexts

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 9	Core 1: Health Priorities in Australia Knowledge and Understanding Skills in critical thinking, research, analysis and communicating	5 15	Case Study and in class written component	H1, H2, H3, H15	20%
2	2024 Term 1 Week 8	Core 2: Factors Affecting Performance Knowledge and understanding Skills in critical thinking, research, analysis and communicating	5 15	Training Guide	H7, H8, H9, H16	20%
3	2024 Term 2 Week 10	Option 3: Sports Medicine Option 4: Improving Performance Knowledge and understanding Skills in critical thinking, research, analysis and communicating	15 15	Report and in class knowledge test	H8, H10, H13, H17	30%
4	2024 Term 3 Weeks 3-5	Core 1, Core 2, Option 3, Option 4 Knowledge and understanding Skills in critical thinking, research, analysis and communicating	15 15	HSC Trial Examination	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding of course content	40
Skills in critical thinking, research, analysis and communicating	60

Higher School Certificate Course Outcomes

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

Photography, Video and Digital Imaging (CEC)

KLA: CAPA

Head Teacher: G Lindsay

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2024 Term 1 Week 10	Critical and Historical studies	30	Research Task Critical analysis In-class exam	CH1, CH2, CH3, CH4, CH5	30%
2	2024 Term 2 Week 7	Making	30	Portfolio of Photographic, Video and Digital Media Works	M1, M2, M3, M4, M5, M6	30%
3	2024 Term 3 Week 7	Making	40	Portfolio of Photographic, Video and Digital Media Works	M1, M2, M3, M4, M5, M6	40%

Mandatory Course Assessment Weightings

Component	Weighting %
Making	70
Critical and historical studies	30

Higher School Certificate Course Outcomes

M1	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	Investigates different points of view in the making of photographs and/or videos and/or digital images
M4	Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
CH1	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
CH2	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
CH5	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Sport, Lifestyle & Recreation (CEC)

KLA: PDHPE

Head Teacher: L Abrahams

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 9	First Aid and Sports Injuries Knowledge Skills	10 10	Emergency Scenarios	H3.6, H4.5	20%
2	2024 Term 1 Week 8	Athletics Knowledge Skills	10 10	Athletics Report	H2.2, H3.1, H3.3	20%
3	2024 Term 3 Weeks 3-5	All Modules Knowledge Skills	20 10	HSC Trial Examination	H1.6, H2.4, H2.5, H4.5	30%
4	2024 Term 3 Week 7	Individual Games, Sports Applications Knowledge Skills	10 20	Practical assessment	H2.3, H4.4	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge	50
Skills	50

Higher School Certificate Course Outcomes

H1.1	Apply the rules and conventions that relate to participation in a range of physical activities
H1.3	Demonstrate ways to enhance safety in physical activity
H1.6	Describe administrative procedures that support successful performance outcomes
H2.1	Explain the principles of skill development and training
H2.2	Analyses the fitness requirements of specific activities
H2.3	Select and participate in physical activities that meet individual needs, interests and abilities
H2.4	Describe how societal influences impact on the nature of sport in Australia
H2.5	Describe the relationship between anatomy, physiology and performance
H3.1	Select appropriate strategies and tactics for success in a range of movement contexts
H3.2	Design programs that respond to performance needs
H3.3	Measure and evaluate physical performance capacity
H3.6	Assess and respond appropriately to emergency care situations
H3.7	Analyse the impact of professionalism in sport
H4.1	Plan strategies to achieve performance goal
H4.2	Demonstrate leadership skills and a capacity to work cooperatively in movement context
H4.3	Make strategic plans to overcome the barriers to personal and community health
H4.4	Demonstrate competence and confidence in movement contexts
H4.5	Recognise the skills and abilities required to adopt roles that support health, safety and physical activity

Visual Arts
KLA: CAPA

Head Teacher: G Lindsay

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2023 Term 4 Week 10	Art Making Art Criticism and Art History	10 10	BOW planning Case Study 1	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	20%
2	2024 Term 1 Week 9	Art Criticism and Art History Art Making	10 20	Case Study 2 and 3 BOW Development	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	30%
3	2024 Term 2 Week 6	Art Making	20	BOW Development	H1, H2, H3, H4, H5, H6	20%
4	2024 Term 3 Weeks 3-5	Art Criticism and Art History	30	HSC Trial Examination	H7, H8, H9, H10	30%

Mandatory Course Assessment Weightings

Component	Weighting %
Art Making	50
Art Criticism and Art History	50

Higher School Certificate Course Outcomes

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

Visual Design (CEC)

KLA: CAPA

Head Teacher: G Lindsay

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2024 Term 1 Week 10	Critical and historical studies	20	Research Task History of Design	CH1, CH2	30%
			10	In-class Examination	CH2, CH4	
2	2024 Term 2 Week 10	Designing and Making	30	Portfolio of Designed Works	DM1, DM2, DM3, DM4, DM5, DM6	30%
3	2024 Term 3 Week 6	Designing and Making	40	Portfolio of Designed Works	DM1, DM2, DM3, DM4, DM5, DM6	40%

Mandatory Course Assessment Weightings

Component	Weighting %
Designing and Making	70
Critical and historical studies	30

Higher School Certificate Course Outcomes

CH1	Generate in their critical and historical practice ways to interpret and explain design
CH2	Investigate the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
CH3	Distinguish between different points of view, using the frames in their critical and historical investigations
CH4	Explore ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design
DM1	Generate a characteristic style that is increasingly self-reflective in their design practice
DM2	Explore concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
DM3	Investigate different points of view in the making of designed works
DM4	Generate images and ideas as representations/simulations
DM5	Develop different techniques suited to artistic and design intentions in the making of a range of works
DM6	Take into account issues of Work Health and Safety in the making of a range of works

Work Studies

KLA: HSIE

Head Teacher: P Adcock

Task	Date	Course Component	%	Type of Task	Outcomes Assessed	Weight
1	2024 Term 1 Week 9	Knowledge and understanding	15	Creating a Budget	4.0, 5.0, 6.0, 7.0, 9.0	30%
		Skills	15			
2	2024 Term 2 Week 9	Knowledge and understanding	15	In-Class Examination	2.0, 7.0	35%
		Skills	20			
3	2024 Term 3 Week 6	Knowledge and understanding	15	Individual Research Project	1.0, 2.0, 3.0, 4.0, 8.0	35%
		Skills	20			

Mandatory Course Assessment Weightings

Component	Weighting %
Knowledge and understanding	30
Skills	70

Higher School Certificate Course Outcomes

1.0	Investigates a range of work environments
2.0	Examines different types of work and skills for employment
3.0	Analyses employment options and strategies for career management
4.0	Assesses pathways for further education, training and life planning
5.0	Communicates and uses technology effectively
6.0	Applies self-management and teamwork skills
7.0	Utilises strategies to plan, organise and solve problems
8.0	Assesses influences on people's working lives
9.0	Evaluates personal and social influences on individuals and groups

VET Courses

HSC Assessment Advice for VET Courses

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

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

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

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

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

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

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

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

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


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

Work placement advice from NESA in response to COVID

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

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

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).

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

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

Construction

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

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate in II Construction (Release 3)

Cohort 2023 - 2024 26211 2 Units x 2 Years

Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

School Name: Canobolas Rural Technology High School

Assessment Schedule Yr: 12 - 2024

Assessment Events		Task 5	Task 6	Task 7	½ yearly Exam**	Trial Exam**
		Week 1 - Term 4 2023 to Week 5 Term 1 2024	Week 6 Term 4 2023 to Week 5 Term 3 2024	Week 6 Term 1 2024 to Week 10 Term 3 2024	Week Term	Week Term
Code	Unit of Competency					
CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	X				
CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials		X			
CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X		

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

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

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

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”

Hospitality

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

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2023 - 2024

Training Package SIT Tourism, Travel and Hospitality (version2.1)

School Name: Canobolas Rural Technology High School

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 2	Task 3	Task 4	Trial Exam**
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Term 4 2023	Term 1 2024	Term 3 2024	Term 3 2024
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	x			
SITHFAB024	Prepare and serve non-alcoholic beverages		x		
SITHFAB025	Prepare and serve espresso coffee		x		
SITHFAB027	Serve food and beverages		x		
BSBTWK201	Work effectively with others			x	
SITHIND007	Use hospitality skills effectively			x	

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

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

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

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

Manufacturing and Engineering Introduction

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

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

Cohort 2023 - 2024 59732 2 Units x 2 Years

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

School Name: Canobolas Rural Technology High School

Assessment Schedule Year 12 – 2024

Assessment Events		Task 4	Task 5	Task 6
		Week 1 Term 4 2023 to Week 5 Term 3 2024	Week 1 Term 2 2024 to Week 5 Term 3 2024	Week 1 Term 1 2024 to Week 10 Term 3 2024
Code	Unit of Competency			
MEMPE006A	Undertake a basic engineering project	X		
MEMPE001A	Use engineering workshop machines			
MEMPE002A	Use electric welding machines		X	
MEMPE004A	Use fabrication equipment			
MEMPE005A	Develop a career plan for the engineering and manufacturing industry			X

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

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

** Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. *Public Schools NSW, Tamworth* (RTO 90162) have engaged NESAs to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students. Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>. Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESAs directly for additional copies of their transcript.

Retail

Assessment Summary for SIR30216 Certificate III in Retail

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	35 completed in 2021. Last 35 TBA
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Weeks 4 + 5

Assessment Plan			Evidence Collection			HSC	
Cluster	Unit of Competency (Code and Title)		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Teamwork in a service environment	SIRXIND001	Work effectively in a customer service environment	Y	Y		Y	Y
	SIRXCOM001	Work effectively in a team	Y	Y		Y	Y
Cluster 2 – Safely maintain the store environment	SIRXWHS002	Contribute to workplace health and safety	Y	Y		Y	Y
	SIRXIND002	Organise and maintain the store environment	Y	Y		Y	
Cluster 3 - Handling retail stock	SIRRINV001	Receive and handle retail stock	Y	Y		Y	
	SIRRINV002	Control stock	Y	Y		Y	
Cluster 4 - Serving the customer	SIRXCEG001	Engage the customer	Y	Y		Y	Y
	SIRXCEG002	Assist with customer difficulties	Y	Y		Y	
	SIRXCEG003	Build customer relationships and loyalty	Y	Y		Y	
Cluster 5 - Point of sale	SIRXSLS002	Follow point-of-sale procedures	Y	Y		Y	Y



procedures and security	SIRXRSK001	Identify and respond to security risks	Y	Y		Y	Y
Cluster 6 - Selling and advising the retail customer	SIRXSL001	Sell to the retail customer	Y	Y		Y	Y
	SIRXPDK001	Advise on products and services	Y	Y		Y	Y
Cluster 7 - Merchandise displays	SIRRMER001	Produce visual merchandise displays	Y	Y		Y	Y

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIR30216 Certificate III in Retail. The Statement of Attainment towards SIR30216 Certificate III in Retail will only be the possible AQF outcome if at least one UoC has been achieved.

SECTION VIII: EVALUATION

Canobolas Rural Technology High School continually evaluates policies and procedures to ensure compliance and fairness for all students. This will include ongoing monitoring of the following:

- The Assessment Program and Timeline
- The School Policy
- The workload of students and teachers.

Following such evaluation, this Policy may be modified, in order to allow for progressive refinement of the Assessment procedure.

The relevant **Deputy Principal** will lead the Policy Evaluation process with the school executive prior to the end of Term 3. The **Principal** will give the final approval of the assessment policy.

This policy was last evaluated and modified 12th September 2023