



HSC Course Assessment Booklet 2022-2023

Together we succeed

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Welcome to Year 12 2022/2023 Higher School Certificate Course

This assessment handbook for the HSC Course is provided to:

- assist students in understanding the place of assessment in their HSC Course credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due

It is **our** responsibility to provide you with these guidelines and explain them to you.

It is **your** responsibility to read and ensure that you understand them.

Mrs Jade Lieschke

Deputy Principal

Staff Contacts

Principal	Mrs Parrett	jennifer.parrett@det.nsw.edu.au
Deputy Principal	Mrs Lieschke	jade.lieschke1@det.nsw.edu.au
Year Advisor	Mr Mills	matthew.mills42@det.nsw.edu.au
Learning Support	Mrs Snow	dianne.m.snow@det.nsw.edu.au

NSW Education Standards Authority (NESA) Requirements

Full details may be obtained from the NESA website: <http://educationstandards.nsw.edu.au>

This site will also allow you to access full copies of each syllabus, assessment requirements, lists of prescribed texts, specifications for each course, as well as publications including past examination papers, specimen papers and notes from the Marking Centre.

For you to qualify for the HSC course, the principal must certify to NESA that you have:

1. satisfactorily completed a pattern of courses which meets NESA's requirements
2. completed the requirements for each course, including any set practicals, projects, or work placement
3. completed tasks designed by the school for the internal assessment program in each HSC course
4. sat for, and made a genuine attempt at, the required HSC examination.

Pattern of Study

The Preliminary course must be successfully completed before a student can commence the HSC course and requires the completion of 12 units of study

The HSC course runs throughout Term 4, 2022 and Terms 1, 2 and 3, 2023, and must include 10 units of study, composed of:

- at least 6 units of NESA developed courses (i.e. courses with an external HSC examination)
- at least 2 units of a NESA developed course in English, or English Studies
- at least 3 courses of a 2-unit value or greater (either NESA developed or NESA endorsed courses)
- at least 4 subjects (including English)

School-Based Assessment: NESA's Policy and Procedures

What is the assessment for?

The award of the HSC involves a combination of internal examinations, and other school-based assessment in all subject areas. Your Record of School Achievement (RoSA) from NESA will state that you have satisfactorily completed the HSC Course.

School-based assessment tasks follow NESA's policy and procedures and are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork, and projects.

VET and Life Skills courses have different requirements. VET courses are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification, but not towards your HSC course mark.

The assessment requirements for each NESA developed course are set out in each syllabus and can be found on the NESA website.

Purpose of Assessment

Assessment is the process of identifying, gathering, and interpreting information about student achievement. In Stage 6, assessment can be used for several purposes, including to:

- assist student learning
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement of each student at the end of a course.

In the context of the Higher School Certificate (HSC), a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by external examinations alone
- multiple measures and observations made throughout the course rather than a single assessment event.

Assessment tasks are conducted throughout Year 11 and Year 12, and each has a weighting determined by the school within requirements provided by NESA.

Each formal task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final measure on its own as:

- multiple tasks generally give a more accurate measure of each student's achievement
- this caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (for example research, fieldwork, or practical skills).

Calculating school assessment marks

When the assessment program ends, the school will add up the marks you received for each task and apply any weightings. This school assessment mark is sent to NESA, where we store it until the exams are marked.

We don't tell students their submitted school assessment marks because we must still [moderate](#) these marks and [align them to achievement standards](#). You will instead receive a report showing your 'rank' (position in your school group) in each course, based on your school assessment mark.

Final assessment rank

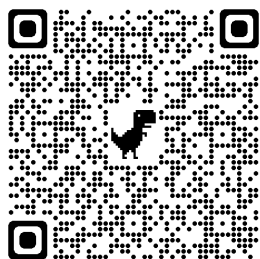
At the end of the HSC examinations, you can obtain your rank in each course you have studied based on the school assessment program.

Appeal against final assessment rank

If you feel that your rank in any course is not correct, you may apply to the school principal for a review. You can appeal to NESA if you are unhappy with the school's response. There are specific processes and requirements for reviews and appeals. For example, you can't appeal your marks for individual tasks.

The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgement of the teachers in marking your work.

Read more about the appeals process in the [HSC Rules and Procedures guide](#).



Satisfactory completion of a course

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESA; 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 the course outcomes.

For the satisfactory completion of a course, NESA does not mandate an attendance requirement. As a guide, however, student attendance falling below 85% of a school's programmed lesson time for a course, the principal may determine that, because of absence, the above course completion criteria may not be met. Clearly, the principal will regard absences seriously.

If at any time it appears that a student is at risk of receiving an 'N- determination' (a non-successful completion of a course) the principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be issued in time for the problem to be corrected.

Periodically, each student's progress will be monitored by their class teacher, subject head teachers and the deputy principal. Students who are in danger of receiving an N-determination will be interviewed to create an improvement plan, if possible, and have information sent home informing parents/guardians of their child's status.

Students who have not complied with the above requirements and have received at least two (2) written warnings may be regarded as not having satisfactorily completed the course. The principal will then issue the N- determination.

N Determinations

Students are responsible in all courses for regular attendance, completion of all coursework and completion of assessment tasks. A student who fails to fulfill his/her responsibilities in attendance, coursework or assessment will face the following consequences:

- The student's parents will be contacted, and the student will receive a formal N-determination warning from the class teacher.
- If a student fails to fulfill his/her responsibilities several times, the student will receive further N-determination warnings and will be interviewed by the deputy principal or the head teacher.
- There will be a second interview to assess if the student has not successfully met the requirements of the N-determination warning, at this point, parents may be contacted. This will be the final opportunity for the student to correct the situation.

If the situation is not corrected following an interview with the deputy principal, the student will be issued with a N-determination by the principal. This means that the course will not count towards the completion of their Higher School Certificate.

It is important to note that year 11 students must meet the requirements of 6 subjects. Once they fulfil these requirements, students and families can negotiate a study load that equates to 10 units, 5 subjects.

The purpose of all interviews will be to provide support and encouragement in helping students to meet their responsibilities. A plan will be determined to help students correct the situation. Please note, that while you will be required to submit any missing assessment tasks, those tasks will not be included in your assessment mark.

Ultimately, it is the student's responsibility to ensure all requirements are being met for all courses. Please make every effort to ensure you achieve a successful record of study.

Malpractice

Cheating of any kind is unacceptable. Behaving dishonestly to gain unfair advantage in assessments or exams is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable. We treat these allegations very seriously. Detected malpractice may result in losing marks for a section of a task or receiving zero for the whole task.

Malpractice includes:

- copying part or all someone else's work and presenting it as your own
- using material directly from books, journals, CDs, or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing, or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor, or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in a HSC exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

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

Malpractice in any form, including plagiarism, is unacceptable. Schools register with NESA via [Schools Online](#), all instances where a student was found to have engaged in malpractice in a Year 12 school-based assessment task, the subject concerned, the nature of the offence and the penalty applied.

James Fallon High School Malpractice Policy

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others.

1. Honesty and Integrity

All James Fallon High School students must be entirely honest when completing all assessment tasks, exams and submitted works.

You are marked only on the quality and originality of the work you have produced yourself.

2. Always Acknowledge Your Sources

You must acknowledge any part of your work that was written, created or developed by someone else. That includes any material from other sources like books, journals, electronic resources and the internet.

There is no need to formally acknowledge material you have learned from your teacher in classes.

3. Understanding Malpractice

Cheating of any kind is unacceptable.

Behaving dishonestly to gain unfair advantage in assessments, exams, tests and assignments is malpractice, or cheating.

Any form of malpractice, including plagiarism, is unacceptable and will be treated very seriously by the school and, where relevant, NESA.

Plagiarism is the act of claiming the ideas, writings, images and other multimedia of others as one's own without crediting those sources. Plagiarism is academically dishonest and carries severe consequences at JFHS.

If you plagiarise or otherwise engage in malpractice in senior school:

- your HSC will be placed in jeopardy
- your name will be recorded on a malpractice register in Sydney
- you may even be referred to the Independent Commission Against Corruption

Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing, or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, tutor, or subject expert, has contributed to substantially

- using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

4. Understanding Malpractice and Its Consequences

James Fallon High School treats malpractice and cheating allegations very seriously.

If a student is unsure whether they are acting appropriately and honestly in a task, assignment or exam, they should ASK a teacher to clarify the particular situation immediately.

If suspected of malpractice, you will need to show that all unacknowledged work is entirely your own.

Detected malpractice in any assessment task, quiz, test, exam, or assignment will mean a mark of 'zero' for that task.

All students in Years 7-12 who knowingly engage in malpractice can expect the following consequences:

The James Fallon High School Senior Executive team will review cases of suspected malpractice and determine an appropriate action.

The Senior Executive team will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the principal. If malpractice is proven, a zero mark will be considered for that task. In some circumstances, the school may decide to administer a substitute task.

Whatever approach is taken, the penalty will reflect the seriousness of the offence and will be registered on the NESA Register of Malpractice in HSC Assessment Tasks.

N Award Warning Flow Chart

Student Causing Concern

In relation to:

- Attendance (3 or more periods missed consecutively)
- No evidence of missed work being caught up
- Homework not being completed
- Classwork incomplete regularly
- Truancy from class based on Compass data
- Not participating in practical based activities that demonstrate the outcome skills and competencies
- No evidence of progress towards the completion of assessment task
- Failing to submit an assessment task
- Not attending school the day before an assessment task is due

Prior to the issue of an 'N-Warning' letter

- Teacher will interview the student
- Teacher will call or email the parents/carers of the student
- Teacher and student will identify:
 - the issue
 - what they are required to do to address the issue
 - the supports that will be offered
 - the time frame that the student is required to resolve the issue
 - the actions required to be taken by the teacher should the issue continue or not be resolved

Should the issue continue or not be resolved

- An official NESA warning letter will be sent to your parents/guardian as notification of the award of zero marks .
- The letter will set out the alternative date for the completion of the task.
- You must abide by the new deadline and all assessment requirements continue to apply in respect of the task.
- Failure to complete task by the new due date will result in a second letter and risk of an N-determination.

Students Requiring Additional Support

Disability Provisions

Any HSC student with a disability recognised in the Commonwealth Disability Standards for Education (2005) can apply for disability provision. Disability provisions in the HSC are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an exam room. Disability provisions also apply to temporary and emergency-related disabilities such as where a student fractures their writing arm a week before an examination. The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time, or rest breaks.

Students who become ill during an examination period may be eligible to make an Illness and Misadventure Application rather than a disability provisions application.

Life Skills

Life Skills courses have been developed by NESA to extend the stage 6 curriculum to meet the special educational needs of students. This is in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

To meet this commitment, NESA has developed Life Skills courses for Stage 6 in each broad area of learning. These courses have NESA developed status and can be used along with other NESA developed courses to meet requirements for the award of the Higher School Certificate.

Each Life Skills course comprises 2-Unit Preliminary and HSC courses. There is no external examination for Life Skills courses.

An individual learning plan will be developed collaboratively with the student, teacher and a representative from the learning and support team to select the outcomes, content and appropriate assessment of the course that will be covered, specific to that student's learning needs.

Students studying a Life Skills pattern of study are also subject to N-Award warnings and determinations.

Note: To be eligible for an ATAR in NSW, student's must satisfactorily complete at least 10 units of ATAR courses. (this excludes life skills subjects) These ATAR courses must include at least:

- 8 units from Category A courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subjects.

Life Skills Assessment

Each student undertaking a Life Skills course will study selected outcomes and content.

What evidence learning is required?

- Students will be assessed in relation to the selected Life Skills outcomes.
- Strategies for students undertaking Life Skills outcomes and content will be specific for individual student.

How will evidence be gathered?

- Strategies for gathering evidence of learning in relation to Life Skills outcomes may include: Observations, of physical responses, engagement In teaching and learning, performance in practical activities, participation in group work, written responses, such as diary entries, oral reports and presentations, visual displays, eg. collage, sketching/graphic communication.

How will outcomes be demonstrated?

- Content and learning experiences.
- Instruction, teaching and learning experiences are planned to meet the individual student's appropriate outcomes. Whole class programs accommodate for the learning needs of all students.

How will feedback be provided?

- Feedback to students
- The teacher provides appropriate feedback during and at the end of activities for individual students.
- Example include oral, visual or tangible forms.

Is there sufficient evidence of progression?

- Teachers reflect on student performance in relation to Life Skills outcomes.
- Individual student outcomes need to be reviewed often to ensure maintainance and generalisation of knowledge understanding and skills across a range of environments.

Assessment Tasks

Notification of Assessment Tasks

Students will receive a written notification of an assessment task no less than 2 weeks in advance of the date that a particular task is scheduled.

You will be notified in writing of the specific time and date that an assessment task will take place, as well as other details relating to the nature and logistics of the task.

That written notification will include:

- sending you an email
- notification via Compass
- providing you with a hard copy of the notification, OR
- all the above means.

Students will sign and date a register to acknowledge receipt of this assessment notification.

If students are absent on the day an assessment task notification is handed out, they are responsible for obtaining a copy of it. No extra time will be given to a student for a task because they did not receive the notification in class. Teachers will email and upload copies of the task notification onto Compass to ensure all students can access copies throughout the assessment period.

Task Submission

It is the responsibility of students to ensure that they complete assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date. Assessments may be required to be handed in, submitted via Compass or submitted digitally by a specified time. Notifications for each task will clearly outline the required means of submission.

When needing to be handed in, the process of this will be communicated via the assessment notification. If the teacher is absent or unavailable, tasks must be handed to the head teacher responsible for the course.

Tasks must never be left on a desk or table for collection by the teacher or handed to a casual teacher. They must be collected by the teacher and students must sign to reflect that they have been handed in. Tasks submitted online will be date and time stamped to ensure processes are followed.

Assessment task submission and or completion takes priority over school events such as: excursions, sporting or school representation and VET work placements that fall outside of the defined work placement periods. It is the student's responsibility to bring to the attention of their class teacher any impending conflicts. Academic and Riverina representative excursions may provide students with the opportunity to access an alternative submission date. All other excursions are not deemed genuine reasons for special consideration to assessment submission.

Tasks submitted after the due date without a successful Illness and Misadventure Application will receive an automatic zero mark.

Late or Non-Submission of an Assessment Task

The precise due date for an assessment task will be provided by your classroom teacher, **at least two weeks before it is due.**

If your assessment task is not submitted on the due date, **you will receive a ZERO mark.**

- If you receive a ZERO, you may lodge an Illness and Misadventure Application to the head teacher or deputy principal.
- An extension of time for the submission of an assessment task will only be granted in exceptional circumstances and only after the deputy principal has reviewed the student's Illness and Misadventure Application.

If you fail to submit assessment tasks amounting to a 50% significant percentage of your total assessment mark for the course, your case will be reviewed by the principal, and you may be deemed to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you will not be eligible to receive the award of a HSC (this will depend on the number of units studied).

If a student fails to complete a task specified in the assessment program without a valid reason (e.g., illness) the student will be issued with a **zero-mark**.

If tasks prepared at home are not submitted by the time stipulated on the notification, they will be regarded as late unless an Illness and Misadventure Application is submitted. Late submission will result in a **zero-mark** being awarded for the task.

Students are expected to make a serious attempt at assessment tasks when submitting late or otherwise. Students will receive feedback about their response; however, the student would still have a zero-mark recorded against their performance for the task.

Failure of technology on the due date will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, a N-warning letter will be issued indicating the nature of the work not completed and the future action required of the student to resolve the situation. It is important that students complete this task and resolve the warning letter to develop the skills required of the course. To meet the requirements of the Preliminary HSC course, student must make a genuine attempt at assessment tasks.

Students who are absent the day prior to and/or on the day an assessment task or who fail to complete a task by the due date are ineligible for the award of a grade for that task. Extensions may only be granted where there is a legitimate reason for absence approved by the principal or deputy principal. This will only occur after following the Illness and Misadventure Application process.

Issues regarding the marking of work

Any complaint relating to the marking of a task can only be considered at the time the task results are ISSUED.

The process to follow is:

- discuss first with the teacher - request an explanation of how the mark was determined
- if not satisfied, discuss with the head teacher
- if still not satisfied, students must email their concerns to the deputy principal
- if still not satisfied, an appointment with the principal must be made

Examination Procedures

The HSC year at James Fallon High School has one separate examination period during term 2, known as the HSC Course Examinations. These exams are intended to give students an experience as close as possible to the HSC examinations in October. The Trial examination timetable will be distributed two weeks before the examination period.

These exams may contribute to your HSC Assessment mark.

Practical exams such as Dance will be scheduled outside the exam schedule. An assessment notification will be issued for this.

During the examination period students are expected to adhere to the following rules and conditions:

- Attendance is compulsory.
- Make sure that you are ready to enter the examination room no later than 10 minutes before the examination is due to start.
- Once you are told, move into the room quietly. You are not allowed to speak whilst moving to your seat.
- Full school uniform must be worn. Hats or hoodies must not be worn inside the examination room.
- During the examination time all students must remain silent.
- Eating in the examination room is banned. Water in a clear container is allowed.
- Any misbehaviour, such as turning around or distracting others, may result in your dismissal from the examination room and the cancellation of your exam paper.
- Make sure that you have been to the toilet beforehand. If you need to go to the toilet, raise your hand.
- If you have a question about the paper, raise your hand and wait for a supervisor to see you.
- No student will be allowed to leave the examination room in the first hour or last 30 minutes during the examination time.
- Read all instructions carefully.
- Mobile phones and smart watches are not allowed during exams and must be turned off and handed to the teacher on duty or remain in bags away from the exam area.
- All calculators to be used during examinations must be NESA approved. If unsure check with the Mathematics Faculty.
- Make sure that you sign on and off for every examination.
- If you are absent for an examination, you must contact the school as soon as practical so that an alternative time within the examination period can be arranged. On your first day of return to school you will need to provide the deputy principal with a completed Illness and Misadventure Application and provide supporting documentation (usually a medical certificate).

Illness and Misadventure Application

This process ensures that students are treated fairly and equitably across the school. It is vital that any student who does not hand in or sit a task at the appointed time uses this process. Students cannot negotiate ANY changes, no matter how small, in timing of the handing in or sitting of a task with their teacher or head teacher, no matter what the circumstances.

You may lodge an **Illness and Misadventure Application** if you believe that circumstances occurring immediately prior to or during an assessment task or exam, and which were beyond your control, affected your performance. The right to submit and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

Students should complete the exam or hand in the task as soon as possible and follow it up with an Illness and Misadventure Application to avoid a zero mark.

All Illness and Misadventure Applications relating to assessment tasks are to be lodged to the relevant head teacher within 48 hours of the due date of the task. Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the head teacher of the faculty concerned.

Illness and Misadventure Applications may be in respect of:

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member, car accident, witness to an accident).

Illness and Misadventure Application process does not cover:

- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, chronic fatigue, asthma, and epilepsy.
- Technology issues

In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task.

James Fallon High School application must include:

- A statement explaining how you were affected during the assessment task.
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal.
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected.
- In cases of misadventure, evidence from other sources (e.g., police statements, statutory declaration, legal or medical document and/or other statements explaining how your performance in the assessment task may have been affected).

The head teacher will first consider Illness and Misadventure Applications by making a recommendation and submitting the form to the deputy principal. The final decision on an appeal will be made by the deputy principal in consultation with the Senior Executive team and communicated to you by the head teacher.

If the appeal is upheld, you will receive either the mark you gained on the task, or an estimated mark, on the judgement of the teacher and head teacher or arrangements will be made for you to re-sit or resubmit the assessment. Since students often perform better under stressful conditions than they expect, **it is important to complete the task, if possible, rather than rely on predictions or estimates.** An examination style assessment will be altered to avoid any questions regarding malpractice. However, the structure, expectations and outcomes being assessed will remain the same.

If an **exam** is missed the student must follow the same procedure as outlined above.

Student Support at James Fallon High School

After Hours Senior Study

The Senior Study is designed to provide guidance and support as you embark on your HSC journey in your last two years of school. This time provides Year 11 and 12 with a space and the opportunities to study both independently and in groups whilst being able to access a wide range of resources including a computer room and laptops to develop your learning and understanding of your chosen senior subjects. Students are encouraged to negotiate support with teachers and head teachers available in senior study.

The library will be open for study on Monday and Tuesday afternoons from 3.30pm until 5pm.

You will have access to teachers on a regular basis to assist with navigating all the elements that make up Stage 6 learning - assessment tasks, exams, homework, studying and class work.

Our goal is to create a busy and energetic space where students are helping each other to be the best that they can be.

The Library

The library is a great place for research and study. Use your time wisely when you have a study period. It is important that you follow the protocol for study periods or periods where you are assigned to the senior study. Students must always report to the senior study supervising teacher to have their roll marked.

If you do come to the library, ask for help to find that extra bit of information that will help you write that essay or understand what you are learning in class. You are encouraged to use a range of quality resources and the library staff can show you the tricks to researching smarter not harder, how to find books, journal articles and credible websites. If you need assistance with your assessment tasks just ask.

Year Advisor and Year Group Deputy Principal

In Year 12 Mr Mills and Mrs Lieschke will offer a range of support. As you know, your wellbeing is a major concern of theirs.

Some of the things they can assist you with include:

- stress
- an unexpected change of circumstances
- family issues
- pressure from work, home, friends
- financial hardship
- study

Essentially, they will listen, support you where they can and refer you to more specialised help where necessary.

Classroom Teachers and Head Teachers

Our teaching staff understand the pressures of the HSC course. If you are worried about classwork or assessment tasks, please speak with your teacher promptly rather than worry. They can clarify expectations and tasks. Head teachers are also available if you need further clarification, support, or an Illness and Misadventure Application.

Principal and Deputy Principals

Mrs Parrett and our deputy principals are always available to discuss any issues or queries that may be concerning you. Please call in and have a chat. It is always better to discuss a concern than let something become a major issue. The office staff can always pass on a message if they are not available when you call in.

Counsellors and School Psychologist

The counselling team at James Fallon are available to discuss any concerns that require more specialised support. You can self-refer by having a conversation with the principal, deputy or year advisor who will complete a referral. Our counsellors can help with a range of concerns including stress, anxiety and relationship issues with friends, family, and others. Counsellor support can help you manage an issue that you felt was getting out of control. It can be challenging to accept this support, but it is often very worthwhile.

It is important to note that the school counsellor and school psychologist services can only provide short term intervention. For ongoing support, the counsellor, school psychologist or your deputy principal can discuss various external services.

Rights and Responsibilities

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any faculty at James Fallon High School.

The school is responsible for providing:

- set tasks which will measure your performance in each component of the course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination on time
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- records of your performance in each assessment task

As a student, you are responsible for:

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course by being present for all timetabled classes, year meetings and work placements.
- being on time for all classes and maintaining a high level of attendance
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth more than 50% of the available marks you may receive an N determination in a course
- attending all exams punctually with the appropriate equipment or communicate with school if there is an issue
- integrity – work submitted must be your own and sources consulted must be acknowledged.
- submitting all tasks on or before the due date (unless an Illness and Misadventure Application), including those due during work placement.
- in the case of VET students, ensure you are properly equipped and dressed.
- ensuring appointments are made at times when there are no scheduled assessment tasks
- explaining all absences to your teachers and the office, by providing documentation such as a medical certificate and a note
- contacting your teacher if there is an issue with work placement or other offsite requirements
- follow the Illness and Misadventure Application process where appropriate.
- always attending school unless unwell, which will result in an explained absence from a parent/carer

Assessment Task/Exam Scenarios

Scenario	Action	Follow-up
You are absent on day a task is held due to illness e.g. examination, practical assessment, oral assessment.	<ul style="list-style-type: none"> Parent or caregiver should phone or contact the school to notify the teacher/head teacher of the illness. This must be done on the day of the task. To verify the seriousness of the illness, you will require a medical certificate 	<ul style="list-style-type: none"> Upon the first day of return to school you should see you teacher and complete/hand in the task/exam Complete an Illness and Misadventure Application and submit to the head teacher. Once the head teacher has completed the form, submit it with evidence to your deputy principal. This should be completed within 48 hours of your return. After the deputy principal considers your appeal and presents complex issues to the senior executive team you will be notified of the outcome (whether you will receive the marks gained/re sit the task/receive zero marks.
You are absent on day a task is to be submitted.	<ul style="list-style-type: none"> Parent or caregiver should phone or contact the school to make arrangements with the teacher/head teacher for submission of the task. This must be done on the day of the task. 	<ul style="list-style-type: none"> The task needs to be delivered to the school on (or before) the due date or as negotiated with the head teacher. Where possible an electronic copy can be emailed to your head teacher
You become aware of an upcoming absence on the day of a scheduled task.	<ul style="list-style-type: none"> You are to notify class teacher as early as possible. Note: You should avoid medical appointments, driving tests, family holidays that conflict with published assessment items. 	<ul style="list-style-type: none"> Complete the Illness and Misadventure Application and submit it to the subject head teacher, with supporting evidence, including parent's signature. After the deputy principal considers your appeal, you will be notified of the outcome
You experience technical difficulties in publication of a task.	<ul style="list-style-type: none"> Always back up work on an external storage device. Keep draft copies of all work. Consider using cloud-based storage and/or emailing yourself updates of your task regularly. 	<ul style="list-style-type: none"> No provision can be made for computer problems. You submit handwritten copy and any available draft copies. Complete the Illness and Misadventure Application if relevant and submit it to the subject head teacher, with supporting evidence/explanation.

Scenario	Action	Follow-up
You become aware that you have a take home and/or in class tasks due when you have work placement for another subject/excursion.	<ul style="list-style-type: none"> You are to notify class teacher as early as possible. 	<ul style="list-style-type: none"> Hand in task: make arrangements with the teacher of that subject to hand the task in earlier or for a reliable friend/family member to hand it in on the due date on your behalf. In class task/exam: complete the Illness and Misadventure Application before you start work placement and submit it to the subject head teacher, with supporting evidence. The deputy principal will make a decision about when to re sit the task/exam
You fail to submit an assessment task at the appropriate time	<ul style="list-style-type: none"> Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks. 	<ul style="list-style-type: none"> Class teacher will notify the head teacher. N-determination warning letter will be sent to your parents along with notification of a ZERO grade. If you believe you have good reasons complete the Illness and Misadventure Application and submit it to the subject head teacher, with supporting evidence. You must still submit the task to satisfy HSC requirement
You complete task of poor quality.	<ul style="list-style-type: none"> Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks. 	<ul style="list-style-type: none"> Your teacher/head teacher will notify you and your parents/caregivers that a non-serious attempt was made, and you will be issued with an N Warning. Complete the Illness and Misadventure Application if you believe you have reason and submit it to the subject head teacher, with supporting evidence. You will need to resubmit the task at an appropriate standard to satisfy HSC requirements. The marks awarded from your initial submission will stand without alteration unless the Illness and Misadventure Application is granted

Scenario	Action	Follow-up
You are unprepared for an oral task presentation.	<ul style="list-style-type: none"> You must be prepared to present the task on the first day listed, regardless of your position in the published order. 	<ul style="list-style-type: none"> If you are not prepared to deliver the task when called upon, a ZERO grade will be awarded, and you will be issued with an N-determination warning letter. Complete the Illness and Misadventure Application if you believe you have reason and submit it to the subject head teacher, with supporting evidence.
You attend school on the day task is due but you go home sick prior to the lesson when the task is to be submitted.	<ul style="list-style-type: none"> It is your responsibility to submit the task to your teacher/head teacher prior to leaving school. 	<ul style="list-style-type: none"> If you fail to submit the task on date due it will receive a ZERO grade/mark and you will be issued with an N-determination warning letter. Complete the Illness and Misadventure Application if you believe you have reason and submit it to the subject head teacher, with supporting evidence.
You submit work which is not your own.	<ul style="list-style-type: none"> All materials used in research must be appropriately referenced (including Internet). 	<ul style="list-style-type: none"> Using the work of others and presenting it as your own is a serious offence. The consequence will be zero marks awarded for the task, N-determination warning letter and an interview. You will be added to the NESA Malpractice Register
You arrive at school to become aware you have accidentally left your task or equipment at home.	<ul style="list-style-type: none"> You are to notify teacher/head teacher immediately. 	<ul style="list-style-type: none"> If you are able to arrange delivery/collection of a task and follow all procedures promptly, no penalty will be incurred, as long as you submit the task in time
You do not attend school on the day immediately before the day of an assessment task.	<ul style="list-style-type: none"> It is not possible to anticipate all of the circumstances that qualify as 'exceptional' but you will be expected to provide compelling evidence for your absence. 	<ul style="list-style-type: none"> You will be awarded zero marks unless you can demonstrate exceptional circumstances for your absence.
You are awarded zero marks for an assessment task and an N-Warning letter is received.	<ul style="list-style-type: none"> Once a zero mark has been awarded, an alternative time will be arranged for completion of that task. 	<ul style="list-style-type: none"> Written notification of this award of zero marks in the form of a NESA official warning letter will be sent to your parents/guardian. The letter will set out the alternative date for the completion of the task. You must abide by the new deadline and all assessment requirements continue to apply in respect of the task.

Assessment Schedules

Ancient History

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
		Core Study: Cities of Vesuvius	Ancient Societies	Course Examination	Personalities in their Times
Knowledge and understanding of course content	40	5	10	20	5
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical inquiry and research	20	10		5	5
Communication of historical understanding in appropriate forms	20	10	5		5
TOTAL	100%	30%	20%	30%	20%
PROPOSED OUTCOMES TO BE ASSESSED		AH12-2 AH12-8 AH12-10	AH12-1 AH12-5	AH12-3 AH12-6 AH12-9	AH12-4 AH12-7
TYPE OF TASK		Research essay	Source analysis	Year 12 Examination	Depth study
DATE ISSUED		T4, W7	T1, W7	T2, W7	T3, W4
DATE DUE		T4, W9	T1, W9	T2, W9/10	T3, W6

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 analyses 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 ownership, custodianship and conservation of the ancient past

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/course-descriptions>

Biology

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Working Scientifically	60	20	15	15	10
Knowledge and understanding	40	10	5	15	10
TOTAL	100 %	30 %	20 %	30 %	20 %
PROPOSED OUTCOMES TO BE ASSESSED		BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11/12-12	BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-6 BIO 11/12-7 BIO 11/12-13	ALL	BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11/12-15
TYPE OF TASK		Depth Study	Inquiry Task	Year 12 Course Examination	Research Task
DATE ISSUED		Term 4, Week 7	Term 1, Week 7	Term 2, Week 7	Term 3, Week 4
DATE DUE		Term 4, Week 9	Term 1, Week 9	Term 2, Weeks 9 & 10	Term 3, Week 6

Outcomes

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science>

Business Studies

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Knowledge and understanding of course content	40	5	10	15	10
Stimulus based skills	20	5		5	10
Inquiry and research	20		15		5
Communication of Business information, issues and ideas in appropriate form.	20	10	5	5	
TOTAL	100%	25%	30%	25%	20%
PROPOSED OUTCOMES TO BE ASSESSED		H1, H2, H3, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10	H1, H2, H3, H4, H5, H7, H8, H9
TYPE OF TASK		Business Report	Research task	Year 12 Course Examination	In-class task
DATE ISSUED		T4 W7	T1 W7	T2 W7	T3 W4
DATE DUE		T4 W9	T1 W9	T2 W9/10	T3 W6

Outcomes

H1	critically analyses the role of business in Australia and globally
H2	evaluates management strategies in response to changes in internal and external influences
H3	discusses the social and ethical responsibilities of management
H4	analyses business functions and processes in large and global businesses
H5	explains management strategies and their impact on businesses
H6	evaluates the effectiveness of management in the performance of businesses
H7	plans and conducts investigations into contemporary business issues
H8	organises and evaluates information for actual and hypothetical business situations
H9	communicates business information, issues, and concepts in appropriate formats
H10	applies mathematical concepts appropriately in business situations

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie>

Chemistry

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Work Scientifically	60%	10	25	10	15
Knowledge & Understanding	40%	10	5	20	5
TOTAL	100%	20%	30%	30%	20%
PROPOSED OUTCOMES TO BE ASSESSED		CH12-4 CH12-5 CH12-6 CH12-12	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-13	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14	CH12-4 CH12-5 CH12-6 CH12-7 CH12-14 CH12-15
TYPE OF TASK		Calculation assessment	Depth Study	Year 12 Course Examination	Data Analysis
DATE ISSUED		Term 4, Week 8	Term 1, Week 5	-	Term 3, Week 3
DATE DUE		Term 4, Week 10	Term 1, Week 10	Term 2, Weeks 9 & 10	Term 3, Week 5

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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science>

Community and Family Studies

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
		Research Methodology	Option: Individuals and Work	Research methodologies, Individuals and work, Groups in context	Parenting and caring
Knowledge and understanding of course content	40		10	20	10
Skills in critical thinking, research methodology, analysing and communicating	60	20	10	10	20
TOTAL	100%	20%	20%	30%	30%
PROPOSED OUTCOMES TO BE ASSESSED		H1.1, H4.1, H4.2, H7.3	H2.2, H2.3, H3.4, H4.2, H5.2, H6.1, H6.2, H7.4	H1.1, H2.2, H2.3, H3.1, H3.2, H3.3, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2, H7.1	H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1, H7.2
TYPE OF TASK		IRP Part A, B & C	Written report	Year 12 Course Examination	Research task with in-class assessment
DATE ISSUED		Week 7	Week 2	Week 7	Week 4
DATE DUE		Week 9	Week 9	Week 9/10	Week 6

Outcomes

H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	analyses different approaches to parenting and caring relationships
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2	evaluates networks available to individuals, groups and families within communities
H3.3	critically analyses the role of policy and community structures in supporting diversity
H3.4	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H4.1	justifies and applies appropriate research methodologies
H4.2	communicates ideas, debates issues and justifies opinions
H5.1	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	analyses how the empowerment of women and men influences the way they function within society
H6.2	formulates strategic plans that preserve rights, promote responsibilities, and establish roles leading to the creation of positive social environments
H7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
H7.2	develops a sense of responsibility for the wellbeing of themselves and others
H7.3	appreciates the value of resource management in response to change
H7.4	values the place of management in coping with a variety of role expectations

Dance

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Core Performance	20		10		10
Core Composition	20		10		10
Core Appreciation	20			20	
Major Study	40	20			20
TOTAL	100%	20%	20%	20%	40%
PROPOSED OUTCOMES TO BE ASSESSED		*	H1.1, H2.1, H2.2, H3.1, H3.2	H4.1, H4.2	H1.1, H2.1, H3.1, H3.2 *
TYPE OF TASK		Major Study Submission/Journal	Core Performance and Core Composition Submissions/Journal	Year 12 Course Examination Core Appreciation	Core Performance Core Composition Major Study
DATE ISSUED		Term 4 Week 5	Term, 1 week 3		Term 3, Week 1
DATE DUE		Term 4 Week 9	Term 1, Week 6	Term 2, Week 9/10	Term 3, Week 3

* Teachers will select the appropriate outcomes based on the Major Study option selected by each student.

Outcomes

H1.1	Understands dance from artistic, aesthetic, and cultural perspectives through movement and in written and oral form
H2.1	Understands performance quality, interpretation and style relating to dance performance
H2.2	Performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
H3.1	Identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
H3.2	Demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent
H4.1	Understands the concept of differing artistic, social and cultural contexts of dance
H4.2	Recognises, analyses, and evaluates the distinguishing features of major dance works

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts>

Design and Technology

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Knowledge and understanding of course content	40%		20%	20%	
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	25%		10%	25%
TOTAL	100%	25%	20%	30%	25%
PROPOSED OUTCOMES TO BE ASSESSED		H2.1, H4.1, H4.2	H2.2, H3.1 H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1
TYPE OF TASK		Project proposal Presentation	Innovation Case Study	Year 12 Course Examination	Project Wrap Up and Display
DATE ISSUED		Term 4, Week 1	Term 1 Week 2	Term 2 Week 7	Term 4, 2022 Week 1
DATE DUE		Term 4, Week 6	Term 1, Week 6	Term 2, Week 9–10	Term 3, Week 3

Outcomes

H2.1	explains the influence of trends in society on design and production
H2.2	evaluates the impact of design and innovation on society and the environment
H3.1	analyses the factors that influence innovation and the success of innovation
H3.2	uses creative and innovative approaches in designing and producing
H4.1	identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H4.2	selects and uses resources responsibly and safely to realise a quality major design project
H4.3	evaluates the processes undertaken and the impacts of the major design project
H5.1	manages the development of a quality major design project
H5.2	selects and uses appropriate research methods and communication techniques
H6.1	justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	critically assesses the emergence and impact of new technologies, and the factors affecting their development

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies>

Economics

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Knowledge and understanding of course content	40%	10	5	15	10
Stimulus-based skills	20%	10	5	5	
Inquiry and research	20%	5	10		5
Communication of economic information, ideas, and issues in appropriate forms	20%		5	10	5
TOTAL	100%	25%	25%	30%	20%
PROPOSED OUTCOMES TO BE ASSESSED		H1, H2, H4, H10, H11	H1, H2, H4, H5, H6, H7, H12	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	H1, H2, H5, H8, H9, H10, H12
TYPE OF TASK		In-class test	Research task	Year 12 Course Examination	Extended Response
DATE ISSUED		Term 4, Week 8, 2022	Term 1, Week 8, 2023		Term 3, Week 3, 2023
DATE DUE		Term 4, Week 10, 2022	Term 1, Week 10, 2023	Term 2, Week 9/10, 2023	Term 3, Week 6, 2023

Outcomes

H1	Demonstrates understanding of economic terms, concepts, and relationships
H2	Analyses the economic role of individuals, firms, institutions, and governments
H3	Explains the role of markets within the global economy
H4	Analyses the impact of global markets on the Australian and global economies
H5	Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
H6	Analyses the impact of economic policies in theoretical and contemporary Australian contexts
H7	Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
H8	Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
H9	Selects and organises information from a variety of sources for relevance and reliability
H10	Communicates economic information, ideas and issues in appropriate forms
H11	Applies mathematical concepts in economic contexts
H12	Works independently and in groups to achieve appropriate goals in set timelines.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie>

English Advanced

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
		Texts and Human Experiences	Textual Conversations	Course Examination	The Craft of Writing
Knowledge and understanding of course content	50	10	5	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	20	10	10
TOTAL	100%	20%	25%	30%	25%
PROPOSED OUTCOMES TO BE ASSESSED		EA12-2 EA12-7	EA12-6 EA12-8	EA12-1 EA12-3 EA12-5	EA12-4 EA12-9
TYPE OF TASK		Multimodal presentation	In- class essay	Year 12 Course Examination	Writing portfolio
DATE ISSUED		T4, W5	T1, W5	T2, W7	T3, W2
DATE DUE		T4, W7	T1, W7	T2, W9	T3, W4

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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017>

English Standard

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
		Texts and Human Experiences	Language, Identity and Culture	Course Examination	The Craft of Writing
Knowledge and understanding of course content	50	5	15	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	15	10
TOTAL	100%	20%	25%	30%	25%
PROPOSED OUTCOMES TO BE ASSESSED		EN12-2 EN12-7	EN12-3 EN12-6 EN12-8	EN12-1 EN12-4 EN12-5	EN12-2 EN12-9
TYPE OF TASK		Multimodal presentation	In-class essay	Year 12 Course Examination	Writing portfolio
DATE ISSUED		T4, W5	T1, W5	T2, W7	T3, W2
DATE DUE		T4, W7	T1, W7	T2, W9	T3, W4

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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017>

English Studies

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
		Texts and Human Experiences	Playing the Game	The Big Screen	All Modules
Knowledge and understanding of course content	50	10	10	10	20
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	50	10	10	10	20
TOTAL	100%	20%	20%	20%	40%
PROPOSED OUTCOMES TO BE ASSESSED		ES12-2 ES12-8 ES12-9	ES12-6 ES12-7	ES12-3 ES12-5	ES12-1 ES12-4 ES12-10
TYPE OF TASK		Multimodal presentation	Visual representation	Collaborative planning	Portfolio of coursework
DATE ISSUED		T4, W5	T1, W5	T2, W7	T3, W2
DATE DUE		T4, W7	T1, W7	T2, W9	T3, W4

Outcomes

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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017>

History Extension

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
		History Project	Course Examination	History Project
Knowledge and understanding of significant historical ideas and processes	40	20	10	10
Skills in designing, undertaking and communicating historical inquiry and analysis	60	10	20	30
TOTAL	100%	30%	30%	40%
PROPOSED OUTCOMES TO BE ASSESSED		HE12-1 HE12-3 HE12-4	HE12-2 HE12-3 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4
TYPE OF TASK		Historical Process (proposal, process log & annotated sources)	Year 12 Course Examination	Essay
DATE ISSUED		T4, W1	T2, W7	T3, W1
DATE DUE		T1, W6	T2, W9/10	T3, W4

Outcomes

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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/history-extension-2017>

Investigating Science

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Skills in working scientifically	60	5	15	15	25
Knowledge and understanding of course content	40	15	5	15	5
TOTAL	100%	20%	20%	30%	30%
PROPOSED OUTCOMES TO BE ASSESSED		INS12-7 INS12-13 INS12-15	INS12-5 INS12-14	INS12-13 INS12-14 INS12-15	INS12-1 INS12-2 INS12-3 INS12-7 INS12-12
TYPE OF TASK		Research/ Essay	Data analysis	Year 12 Course Examination	Depth Study
DATE ISSUED		Term 4 Week 7	Term 1 Week 4	NA	Term 2 Week 3
DATE DUE		Term 4 Week 9	Term 1 Week 6	Term 2 Week 9	Term 3 Week 3

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
INS12-5	analyses and evaluates primary and secondary data and information
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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/investigating-science-2017>

Legal Studies

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Knowledge and understanding of course content	60	5	15	20	20
Inquiry and research	20	10	10	0	0
Communication of legal information, issues and ideas in appropriate forms	20	5	5	5	5
TOTAL	100%	20%	30%	25%	25%
PROPOSED OUTCOMES TO BE ASSESSED		H1, H2, H3, H5, H10	H1, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H4, H5, H6, H7, H9
TYPE OF TASK		Research Task	Scaffold and Extended Response	Year 12 Course Examination	Extended Response
DATE ISSUED		T4 W6	T1 W6		T3 W3
DATE DUE		T4 W8	T1 W8	T2 W9/10	T3 W5

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.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/legal-studies>

Mathematics Advanced

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Understanding, Fluency and Communicating	50	13	13	15	9
Problem Solving, Reasoning and Justification	50	12	12	15	11
TOTAL	100%	25%	25%	30%	20%
PROPOSED OUTCOMES TO BE ASSESSED		MA12-1, 3, 5, 8, 9, 10	MA-3, 6, 7, 9, 10	ALL	MA12-2
TYPE OF TASK		In-Class Topic Test	In-Class Topic Test	Year 12 Course Examination	Assignment/ Investigation
DATE ISSUED		Term 4 Week 5	Term 1 Week 5		Term 3 Week 5
DATE DUE		Term 4 Week 7	Term 1 Week 7	Term 2 Week 9/10	Week 7

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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>

Mathematics Extension 1

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Understanding, Fluency and Communicating	50	13	13	15	9
Problem Solving, Reasoning and Justification	50	12	12	15	11
TOTAL	100%	25%	25%	30%	20%
PROPOSED OUTCOMES TO BE ASSESSED		ME12-1, 3, 6, 7	ME12-1, 2, 4, 6, 7	ALL	ME12-1, 2, 3, 4, 5, 6, 7
TYPE OF TASK		In-Class Topic Test	Assignment/ Investigation	Year 12 Course Examination	In-Class Topic Test
DATE ISSUED		Term 4 Week 6	Term 1 Week 7		Term 3 Week 4
DATE DUE		Term 4 Week 8	Term 1 Week 9	Term 2 Week 9/10	Week 6

Outcomes

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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

Mathematics Standard 2

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Understanding, Fluency and Communicating	50	13	13	15	9
Problem Solving, Reasoning and Justification	50	12	12	15	11
TOTAL	100%	25%	25%	30%	20%
PROPOSED OUTCOMES TO BE ASSESSED		MS2-12-3 MS2-12-4 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-9 MS2-12-10	ALL	MS2-12-2 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10
TYPE OF TASK		In-Class Topic Test	In-Class Topic Test	Year 12 Course Examination	Assignment/ Investigation
DATE ISSUED		Term 4 Week 5	Term 1 Week 5		Term 3 Week 3
DATE DUE		Term 4 Week 7	Term 1 Week 7	Term 2 Week 9/10	Week 5

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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>

Modern History

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
		Power and Authority in the Modern World 1919–1946	National Studies	Course Examination	Peace and Conflict
Knowledge and understanding of course content	40	15	5	15	5
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5	
Historical inquiry and research	20		10		10
Communication of historical understanding in appropriate forms	20		5	5	10
TOTAL	100%	25%	25%	25%	25%
PROPOSED OUTCOMES TO BE ASSESSED		MH12-2 MH12-6	MH12-5 MH12-8	MH12-3 MH12-4 MH12-9	MH12-1 MH12-7
TYPE OF TASK		Source Analysis	Essay	Year 12 Course Examination	Historical Analysis
DATE ISSUED		T4, W8	T1, W6	T2, W7	T3, W3
DATE DUE		T4, W10	T1, W8	T2, W9/10	T3, W5

Outcomes

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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017>

Music

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Core Composition	10		10		
Core Aural Skills	25	10		15	
Core Musicology	10		10		
Core Performance	10	10			
Electives	45			15	30
TOTAL	100%	20%	20%	30%	30%
PROPOSED OUTCOMES TO BE ASSESSED		H1, H2, H4, H5, H6, H9, H10	H3, H4, H5, H6, H7, H8, H11	H1-8*	H1-8*
TYPE OF TASK		Core Performance and Aural Analysis	Composition and Viva Voce	Year 12 Course Examination: Aural Exam and Elective 1	Elective Options 2 and 3
DATE ISSUED		2 Weeks Before	2 Weeks Before		2 Weeks Before
DATE DUE		T4 Wk10	T2Wk2	T2 Wks9/10	T3 Wk5

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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>

Numeracy CEC

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Understanding, Fluency and Communicating	50	15	12	12	11
Problem Solving, Reasoning and Justification	50	10	13	13	14
TOTAL	100%	25%	25%	25%	25%
PROPOSED OUTCOMES TO BE ASSESSED		N6-1.1 to N6-3.2	N6-1.1 to N6-3.2	N6-1.1 to N6-3.2	N6-1.1 to N6-3.2
TYPE OF TASK		In-Class Topic Test	In-Class Topic Test	Year 12 Course Examination	Assignment/ Investigation
DATE ISSUED		Term 4 Week 5	Term 1 Week 5	Term 2 Week 8	Term 3 Week 5
DATE DUE		Term 4 Week 7	Term 1 Week 7	Term 3 Week 1	Term 3 Week 7

Outcomes

N6-1.1	recognises and applies functional 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
N6-2.6	chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
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 practical contexts

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/numeracy-cec>

Personal Development, Health & Physical Education

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
Knowledge and understanding of factors that affect health and the way the body moves.	40	15	10	15
Skills in influencing personal and community health and taking actions to improve participation and performance in physical activity	30	10	10	10
Skills in critical thinking, research and analysis	30	10	15	5
TOTAL	100%	35%	35%	30%
PROPOSED OUTCOMES TO BE ASSESSED		H7, H8, H11, H17	H3, H4, H14	H1-3, 5, H7-9, H13
TYPE OF TASK		Core 2 Case Study	Core 1 Research Task	Year 12 Course Examination
DATE ISSUED		Week 8 (or earlier)	Week 8 (or earlier)	-
DATE DUE		Term 4 Week 10	Term 1 Week 10	Term 2 Week 9/10

Outcomes

H1	describes the nature and justifies the choice of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health inequities
H4	argues the case for health promotion based on the Ottawa Charter
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H7	explains the relationship between physiology and movement potential
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	explains how movement skill is acquired and appraised
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	argues the benefits of health-promoting actions and choices that promote social justice
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus>

Physics

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Skills in working scientifically	60%	5	5	20	10
Knowledge and understanding of course content	40%	15	15	10	20
TOTAL	100%	20%	20%	30%	30%
PROPOSED OUTCOMES TO BE ASSESSED		PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12	PH11/12-1 PH11/12-5 PH11/12-7 PH12-13	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14
TYPE OF TASK		Practical Task	Depth Study	Year 12 Course Examination	Depth Study
DATE ISSUED		Term 4 Week 4	Term 1 Week 4	NA	Term 3 Week 4
DATE DUE		Term 4 Week 6	Term 1 Week 6	NA	Term 3 Week 6

Outcomes

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-science/physics-2017>

Sport, Lifestyle and Recreation

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
		Module 8.2 Athletics	Module 8.15 Sports Coaching and Training	Module 8.13 Social Perspectives
Knowledge and Understanding	50	15	20	15
Skills	50	15	15	20
TOTAL	100%	30%	35%	35%
PROPOSED OUTCOMES TO BE ASSESSED		1.6	2.2	1.4
		2.5	3.1	2.4
		3.3	3.2	
TYPE OF TASK		Event planning / peer coaching	Theory research / peer coaching	Theory research task
DATE ISSUED		Term 4 Week 6	Term 1 Week 6	Term 3 Week 3
DATE DUE		Term 4 Week 8	Term 1 Week 8	Term 3 Week 5

Outcomes

1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
1.6	describes administrative procedures that support successful performance outcomes
2.2	analyses the fitness requirements of specific activities
2.4	describes how societal influences impact on the nature of sport in Australia
2.5	describes the relationship between anatomy, physiology and performance
3.1	selects appropriate strategies and tactics for success in a range of movement contexts
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhp/sport-lifestyle-recreation-studies>

Visual Arts

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
Artmaking	50	20	5		25
Art Criticism and Art History	50		15	20	15
TOTAL	100%	20%	20%	20%	40%
PROPOSED OUTCOMES TO BE ASSESSED		H1, H3, H4	H1, H3, H7, H8, H9	H1, H3, H7, H8, H9	H3, H4, H5, H6
TYPE OF TASK		Statement of Intent	BOW / VAPD Progress mark and Case Study Task	Year 12 Course Examination	BOW / VAPD Progress mark and Case Study Task
DATE ISSUED		Term 4 Week 5	Term, 1 week 3		Term 3, Week 1
DATE DUE		Term 4 Week 9 2022	Term 1, Week 9 2023	Term 2, Week 9/10 2023	Term 3, Week 3 2023

Outcomes

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

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts>

Work Studies

Assessment Schedule

COMPONENTS	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
		Holiday Budget Activity (Module 6)	Effective Team Member Booklet (Module 4)	Trial HSC Examination (Module 7)	Work-Life Balance Schedule + Analysis (Module 5)
A	30	0	5	20	5
B	70	25	20	5	20
TOTAL	100 %	25%	25%	25%	25%
PROPOSED OUTCOMES TO BE ASSESSED		5, 8, 9	2, 5, 6	2, 7, 9	5, 6, 8
TYPE OF TASK		Report	Manual	Year 12 Course Examination	Schedule / Report
DATE ISSUED		Term 4, Week 5	Term 1, Week 6		Term 3, Week 3
DATE DUE		Term 4, Week 9	Term 1, Week 11	Term 2, Week 9	Term 3, Week 6

Outcomes

1	investigates a range of work environments
2	examines different types of work and skills for employment
3	analyses employment options and strategies for career management
4	assesses pathways for further education, training and life planning
5	communicates and uses technology effectively
6	applies self-management and teamwork skills
7	utilises strategies to plan, organise and solve problems
8	assesses influences on people's working lives
9	evaluates personal and social influences on individuals and groups

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/work-studies>

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 record 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

HSC Assessment Summary for CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

SCHOOL	James Fallon High
Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	

Assessment Plan			Evidence Collection			HSC
Cluster	Unit of Competency codes	Title of Unit of Competency	Direct observation – real time, simulated environment	Product based method structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status - Mandatory
Cluster 1	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 3	CPCCCM1011	Undertake basic estimation and costing	X	X	X	
	CPCCOM1015	Carry out measurements and calculations				Y
Cluster 4	CPCCOM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
Option 1, 2 OR 3 in Cluster 5 to gain the qualification and be eligible for the HSC						
	CPCCCM2013	Undertake basic installation of wall tiles				
Cluster 5 – Option 3 Joinery	CPCCJN2001	Assemble components	X	X	X	
	CPCCJN3004	Manufacture and assemble joinery components				
Cluster 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X	
	CPCCCM2005	Use construction tools and equipment				Y
	CPCCCA2011	Handle carpentry materials				
Cluster 7	CPCCVE1011	Undertake a basic construction project	X	X	X	
	CPCCOM1012	Work effectively in the construction industry				Y

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

Assessment Summary for SIR30216 Certificate III in Retail

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	

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 procedures and security	SIRXSLS002	Follow point-of-sale procedures	Y	Y		Y	Y
	SIRXRSK001	Identify and respond to security risks	Y	Y		Y	Y
Cluster 6 - Selling and advising the retail customer	SIRXSLS001	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.

Assessment Summary for SIT20416 Certificate II in Kitchen Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio or direct observation – 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 – Getting Along	BSBWOR203	Work effectively with others				X	Y
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y
	SITHCCC001	Part B Use food preparation equipment	X	X		X	Y
	SITXFSA002	Participate in safe food handling practices	X	X		X	Y
Cluster 3 – Safe and Sustainable work practices	SITXWHS001	Participate in safe work practices	X	X		X	Y
	BSBSUS201	Participate in environmentally sustainable work practices	X	X		X	
Cluster 4 – Preparing quality simple dishes	SITHCCC002	Prepare and present simple dishes	X	X		X	
	SITXINV002	Maintain the quality of perishable items	X	X		X	
Cluster 5 – Producing menu Items	SITHCCC005	Prepare dishes using basic methods of cookery	X	X	X	X	Y
Cluster 6 – Cleaning the kitchen	SITHKOP001	Clean kitchen premises and equipment	X	X		X	Y
Cluster 7 – Preparing appetisers and salads	SITHCCC006	Prepare appetisers and salads	X	X	X	X	
Cluster 8 – Sandwich preparation	SITHCCC003	Prepare and present sandwiches	X	X		X	
Cluster 9 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 10 – Use cookery skills effectively	SITHCCC011	Use cookery skills effectively	X	X	X	X	

****UoC highlighted must be assessed by an assessor that holds three years industry experience ie Clusters 5, 7, and 10. Refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20416 Certificate II in Kitchen Operations. The Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations will only be the possible AQF outcome if at least one UoC has been achieved.

Illness and Misadventure Application

~ Request for Extension and/or Consideration Due to Illness or Misadventure ~

Students are to fill in the form and take to the classroom teacher		
Student Name:		Assessment Year:
Teacher Name:	Course:	
Task Number and Name:	Date of Assessment Task:	
Nature of Task (please tick): <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Examination <input type="checkbox"/> Performance <input type="checkbox"/> Assignment <input type="checkbox"/> Listening Task </div> <div> <input type="checkbox"/> Portfolio <input type="checkbox"/> Research Activity <input type="checkbox"/> Practical Task </div> <div> <input type="checkbox"/> Written Task <input type="checkbox"/> Speaking Task <input type="checkbox"/> Field Work </div> </div>		
Reason for requested variation:		
Impact on task:		
Supporting documentation for medical/other reason has been provided to Deputy Principal:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Signature of Student:	Date:	

Classroom Teacher Comment	
Signature of Classroom Teacher:	Date:

To be either: a) Completed by head teacher, OR b) Initiated by head teacher in the event of student absence on due date of task.		
Date received:	Time received:	
Decision/Reason:		
Class Teacher:	Class Teacher Notified	Yes <input type="checkbox"/>
Head Teacher Name:	Signature:	
Faculty Head Teacher Recommendation (please tick): <input type="checkbox"/> Sit or submit the task without penalty <input type="checkbox"/> Complete an alternative task <input type="checkbox"/> Approve an extension without penalty <input type="checkbox"/> No extension granted <input type="checkbox"/> No marks to be awarded <input type="checkbox"/> Other		

To be completed by Deputy Principal			
Date received:	Evidence presented:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Decision:			
Exam organiser notified where applicable)		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Deputy Principal Name:	Signature:		

Assessment Timeline

Term 4 2022 Assessment Timeline		
Week Due		Subject
Week 1	10 th October	
Week 2	17 th October	
Week 3	24 th October	
Week 4	31 st October	
Week 5	7 th November	
Week 6	14 th November	Design and Technology Physics
Week 7	21 st November	English Advanced English Standard English Studies Mathematics Advanced Mathematics Standard 2 Numeracy CEC
Week 8	28 th November	Legal Studies Mathematics Extension 1 Sport, Lifestyle and Recreation
Week 9	5 th December	Ancient History Biology Business Studies Community and Family Studies Dance Investigating Science Work Studies Visual Arts
Week 10	12 th December	Chemistry Economics Modern History Music PDHPE
Week 11	19 th December	

Term 1 2023 Assessment Timeline		
Week Due		Subject
Week 1	27 th January	
Week 2	30 th January	
Week 3	6 th February	
Week 4	13 th February	
Week 5	20 th February	
Week 6	27 th February	Dance Design and Technology History Extension Investigating Science Physics
Week 7	6 th March	English Advanced English Standard English Studies Mathematics Advanced Mathematics Standard 2 Numeracy CEC
Week 8	13 th March	Legal Studies Modern History Sport, Lifestyle and Recreation
Week 9	20 th March	Ancient History Biology Business Studies Community and Family Studies Mathematics Extension 1 Visual Arts
Week 10	27 th March	Chemistry Economics PDHPE
Week 11	3 rd April	Work Studies

Term 2 2023 Assessment Timeline		
Week Due		Subject
Week 1	24 th April	
Week 2	1 st May	Music
Week 3	8 th May	
Week 4	15 th May	
Week 5	22 nd May	
Week 6	29 th May	
Week 7	5 th June	
Week 8	12 th June	
Week 9	19 th June	Ancient History Biology Business Studies Chemistry Community and Family Studies Dance Design and Technology Economics English Advanced English Standard English Studies History Extension Investigating Science Legal Studies Mathematics Advanced Mathematics Extension 1 Mathematics Standard 2 Modern History Music PDHPE Work Studies Visual Arts
Week 10	26 th June	

Term 3 2023 Assessment Timeline		
Week Due		Subject
Week 1	17 th July	Numeracy CEC
Week 2	24 th July	
Week 3	31 st July	Dance Design and Technology Investigating Science Visual Arts
Week 4	7 th August	English Advanced English Standard English Studies History Extension
Week 5	14 th August	Chemistry Legal Studies Mathematics Standard 2 Modern History Music Sport, Lifestyle and Recreation
Week 6	21 st August	Ancient History Biology Business Studies Community and Family Studies Economics Mathematics Extension 1 Physics Work Studies
Week 7	28 th August	Mathematics Advanced Numeracy CEC
Week 8	4 th September	
Week 9	11 th September	
Week 10	18 th September	

