

WADALBA
COMMUNITY SCHOOL

PROGRESS WITH PRIDE

2023 - 2024 YEAR 12 ASSESSMENT SCHEDULE



UNLOCKING THE BRILLIANCE IN EACH OF US

Important Note:

The information contained in this booklet is provided as an outline for students, parents and teachers. Students will be given more specific information regarding the assessment procedures in each course from their class teachers.

General information and assistance with the school's assessment program can be obtained from either your Deputy Principal or Head Teacher Administration.

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ASSESSMENT INFORMATION

Patterns of Study

Students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and Year 12 Higher School Certificate pattern of study comprising at least 10 units to meet the demands of the HSC course.

Both patterns must include at least:

- Six units from Board Developed Courses (BDC).
- Two units of a Board Developed Course in English.
- Three courses of two-unit value or greater, either BDC or BEC.
- Four subjects.

Assessment Procedures for the Higher School Certificate (HSC)

This booklet provides an outline of the school-based assessment program for the Higher School Certificate Courses offered in 2023 - 2024. Students and parents should ensure that they understand the procedures, programs and implications of the materials presented.

The purpose of the internal, school-based assessment is to measure a student's achievement across the full range of syllabus objectives and outcomes. Students complete a range of formal assessment tasks that may include tests, essays, reports, practical tasks, research and field work activities or major projects.

School Based assessment forms 50% of the final mark achieved by a student in their final HSC award. The remaining 50% comes from the final exams held in October - November 2024. The School provides a mark and a rank in each subject as part of its reporting to the NSW Education Standards Authority (NESA).

Students and parents must be aware that the HSC is "standards-referenced" – that is, a student's performance is compared to established standards. Being first in a course at Wadalba Community School is not the only criterion to use for how well a student is doing in a course. Although it is a good indicator of progress, a student should also check their standard of work against the published NESA standards.

The standards are available to students in the Performance Bands – these can be obtained from your teacher or from the Syllabus and the NESA website.

What Documents Do You Receive When You Are Awarded the Higher School Certificate?

Upon successful completion of the HSC Courses, students will receive various documents from the School and NESA.

1. The School will provide:
 - Reports for the Half Yearly and Yearly assessment period. These reports may contain current assessment rankings, and comments on the student's progress.
 - A Reference – this will be provided at the conclusion of the Year 12 course to all students who have satisfactorily completed their studies and complied with school rules.
2. NESA will provide:
 - The HSC Testamur or Certificate (provided minimum standards in Numeracy, Reading and Writing are met).
 - A summary of results achieved along with an indication of the Performance Band that reflects the student's level of achievement of the outcomes in each subject.
 - Course reports which will show the Examination mark, moderated school-based assessment mark, the HSC Mark (a combination of the 2 previous marks) and a description of the typical performance of students in each Band.

Students and parents should note that HSC Courses commence in **Term 4 2023**, with work and results counting towards the HSC. Students and parents should also note that Assessment Tasks for the HSC are scheduled in Term 4 2023.

Satisfactory Completion of a Course

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

- Followed the course developed or endorsed by NESA.
- Applied him or herself with diligence and sustained effort to ALL of the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50% of available marks.

ASSESSMENT POLICY

School Assessment Procedures

Assessments measure student achievement over a wider range of each course other than the areas that can be tested in an examination. Students are evaluated throughout the course rather than just at the end of the course. Assessments are designed to measure performance in the whole course but they do not take into account interest, attitudes or conduct. School-based assessments, tasks such as tests, written assignments, practical activities, fieldwork and projects, for most HSC courses, will contribute to 50% of your final HSC marks.

Student's Responsibilities

- Meeting all course and school requirements including attendance at classes.
- Applying themselves with diligence and sustained effort to the set work and experiences provided in each course.
- Being aware of and following assessment requirements and procedures.
- Making a serious attempt in all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N determination' for the course.

For all assessment tasks and examinations, the following will be treated as a non-serious attempt and a zero-mark awarded:

- Answering only the multiple-choice questions, true/false and/or matching etc.
- Presenting some or all of the responses so that they appear not to be genuine attempts to really answer the question/s asked or leaving a number of blanks.
- Bringing unauthorised notes into the assessment or examination.
- Accessing and/or copying information from an electronic device.
- Purchasing and modifying a commercial product and submitting this as their own project.
- Using online translation tools.
- Tasks will have to be redone in order to meet course outcome requirements but the zero mark will remain.
- Personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged.
- Understanding malpractice.
- Submitting all tasks on or before the due date.
- Being present for all 'in-class' tasks and examinations.

Assessment Schedule Booklet

This assessment booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting. No Variation to Routines will be scheduled 2 weeks immediately preceding the Trial HSC examinations unless Principal approved.

Notification of Assessment Tasks

Students will be notified of the due date and details of an assessment task in writing at least two weeks before the task.

The written notification details of each task must include:

- The date and time of when the task will take place or when the task is due.
- Components and their weighting as specified in the course assessment schedule.
- The general nature (mode) of the assessment task.
- The weight value of the task in relation to the total weighted mark for the course as specified in this policy.
- Where appropriate, marking criteria/rubric/information about how the task will be assessed.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks' notice provided the task is not being brought forward. If there are any changes of date, students will receive an amended written notification.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the school calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided where ever possible. Students are expected to perform/complete all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner.

Students and parents/caregivers should familiarise themselves with the procedures required for applying for Illness or Misadventure as no application will be upheld based on lack of knowledge or understanding of the assessment policy.

Feedback on Draft Submission

Where stipulated on the assessment task notification, a draft may be submitted for teacher feedback. Drafts can be submitted no later than three school days prior to the submission date. For example, if a task is due on Friday 5th, the last day for draft submission would be the previous Monday 1st. Students are permitted to receive feedback on a maximum of two drafts per assessment task – one form of written feedback and one form of verbal feedback. Written feedback must come before verbal feedback. Verbal feedback will only be given for amendments made to the original draft.

Absence when a Task is Notified

If students are absent when written notification of an assessment task is issued no automatic extension is granted. However, if a student has been absent, on the day of their return to school they must submit an Assessment Task Appeal Application Form in order for an extension to be considered.

Extensions to Due Dates or Special Consideration

Students must apply to the Deputy Principal using the school's Illness/Misadventure/Extension Form as soon as they are aware of the task. Extensions will only be granted in cases of severe illness on the day of the task or other exceptional circumstances. A medical certificate will be required in cases of illness.

If an extension is not granted, you must submit the task on the due date. Unless prior application for an extension has been approved by the Deputy Principal, the late submission of a task will result in ZERO marks being awarded for that task.

Prior Knowledge of Absence

Where a student knows in advance that they will be absent on the day of an assessment task, including Principal approved school activity or leave, the student must notify the Classroom Teacher, submit an Assessment Task Appeal Application and complete the work as specified by the Assessment Task Appeal Application. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date **MUST** complete an Assessment Task Appeal Application.

The school will always endeavour to minimise clashes with assessment task and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

Absence Due to Illness or Misadventure

Please note the following:

- Illness or injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);
- Misadventure – refers to any other event beyond the student's control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

For all illness or injury or misadventure, the Deputy Principal will verify the circumstances.

It is the student's responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the Deputy Principal, then a mark of ZERO will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time.

Absence Due to Illness or Misadventure continued

Students are required to submit an Illness/Misadventure/Extension Form if they:

- Are absent on the due date for the submission of an assessment task or are absent on the day of the assessment task.
- Believe that exceptional circumstances leading up to the task, on the day of the task, or during the task could adversely affect their performance in that task.
- Feel that an issue has arisen during a task which may have had an impact on their performance.

Absence on the day an assessment task is to be submitted

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the completed task is submitted to the Front Office before 8:20am on the due date, or carry out the following procedures:

- Notify the Front Office by telephone before 8:20am on the day that the assessment task is due.
- Before 8:20am on the day of their return to school (the first school day the student is not covered by a medical certificate), see the Classroom Teacher or Faculty Head Teacher to submit an Illness/Misadventure/Extension Form and submit the task, or a mark of ZERO will be awarded. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate for the relevant time period. **MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACKDATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.**

Absence on the day an assessment task is to be conducted (including exam, practical task, oral, test)

Students who are absent from school for a valid reason on the day of an assessment task MUST:

- Notify the Front Office by telephone by 8:20am on the day of the assessment task and give an anticipated date for their return to school.
- Before 8:20am on the day of their return to school (the first day the student is not covered by a medical certificate), see the Classroom Teacher to submit an Illness/Misadventure/Extension Form. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate for the relevant time period. **MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACKDATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.**
- Be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school (the first school day the student is not covered by a medical certificate).

Where appropriate, the Deputy Principal may authorise the task, or a substitute task, to be given as soon as practicable after the student's return.

Misadventure

If a student completes an assessment task but believes that short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance, the student **MUST**:

- Submit an Illness/Misadventure/Extension Form and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the Deputy Principal an appropriate timeframe to complete the Illness/Misadventure/Extension Form, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** obtain a medical certificate for the relevant time period.
- Return the completed Illness/Misadventure/Extension Form to the Deputy Principal, with the independent evidence, as per the timeframe agreed upon.

If the assessment task appeal is not upheld, then the student will receive the mark they actually gained on the task.

If the assessment task appeal is upheld, then the student will receive either the mark actually gained on the task or an estimated mark (based on comparable assessment tasks), whichever is the higher. Note: appeals initiated after assessment task results have been issued will **NOT** be considered in any circumstances.

Limitations on Assessment Appeal Applications

You cannot submit an Illness/Misadventure/Extension Form on the basis of:

- Difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness.
- Loss of study time or facilities during Year 12.
- Long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during an examination.
- The same grounds for which you received disability provisions, unless you experience additional difficulties during an examination.
- Misreading examination timetables or instructions.
- Other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (unless leave has been approved by the Principal).

Attendance: One School Day Before or Day of Task

Students **MUST** attend all timetabled lessons on time or scheduled school activities during the one day prior to an assessment task. Where a task is due later in the day, then students must attend all lessons prior to the task on that day (unless approval has been given by the Deputy Principal).

If a student fails to meet this requirement, they must provide independent evidence of the reasons detailing why the circumstances prevented them from being at school or on time 1 school day prior to the assessment task, or why they could not attend all lessons on time prior to the task on the day of the assessment task.

Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate certifying the illness occurred during the day prior to the assessment task, or on the day of the assessment task (whichever is applicable). Medical certificates obtained after the event will not be accepted. Backdated medical certificates will not be accepted.

If proof of illness or leave is not approved, then the student's assessment mark for that task will be awarded a ZERO mark.

A student who suffers an illness/misadventure at school on the day of an assessment task may submit an Assessment Task Appeal Application.

Late Submission of Task

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be LATE unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the relevant faculty. All faculties must maintain a record of tasks submitted. Unless the Illness/Misadventure/Extension Form is approved the student will receive a ZERO mark for that task.

Granting of an Illness/Misadventure/Extension Appeal

If an Illness/Misadventure/Extension Form has been upheld, then the Deputy Principal may:

- Authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return.
- Authorise for an estimate to be given.
- Grant an extension of time.
- Determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

Note: an application for an Assessment Task Appeal is no guarantee that it will be upheld. Any Assessment Task Appeal Application that is not supplemented by relevant independent documentation will NOT be upheld.

Excursion and Field Trips

Students must attend excursions and field trips, which are part of the Higher School Certificate course assessment and complete the set work. The school will always endeavour to minimise clashes with assessment tasks and school organised activities. No variations to routine will take place for Year 12 students two weeks prior to the Trial HSC Examination period. Students must also make every effort to avoid clashes with assessment tasks by advising the teacher who is organising the activity of any scheduled assessment tasks.

Students involved in a school organised excursion, or school organised commitment, that is on the week before or the day of an Assessment Task in another subject, do NOT have to complete an Assessment Task Appeal. In this case, the teacher organising the excursion/school commitment will have student attendance recorded with the relevant Head Teacher and the Deputy Principal.

Technology and Assessment Tasks

Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date.

Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in extreme circumstances.

Note: printing at school should only be a last resort and should be completed before the submission date/time.

Oral/Performance/Practical Tasks

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations.

Students must complete the task during the allocated time.

Zero Marks

A ZERO will be awarded when a student:

- Submits a task late (without a valid reason).
- Does not attempt the assessment task (non-attempt).
- Does not make a serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete.
- Is found to be involved in substantial malpractice.
- Is absent one school day before an assessment task (without a valid reason).
- Is absent from or late to class 1 day before an assessment task.

In such cases:

- Parents/guardians will be informed in writing.
- Copies of the parental notification will be distributed to the Head Teacher, Year Adviser, Deputy Principal and Principal.

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course.

Completion of 50% of Available Marks

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50% of available marks in the course for the Principal to deem them as satisfactorily completing the course.

If the Principal does not certify that the course has been satisfactorily completed, then the Principal will warn students (and their parents/caregivers) in advance if they are in danger of not meeting the assessment requirements of the course.

If the assessment requirements for the course have not been satisfactorily completed, then NESAC will be notified that an 'N' determination has been made for the course and the student will not receive an Assessment Mark or an Examination Mark for that course. In the case of Extension courses, students who fail to meet the assessment requirements for the common (2-unit or 3-unit) part of the course will not receive a result for both the Common and Extension courses.

Malpractice in Assessment Tasks

Any student found involved in malpractice in completing an assessment task may be awarded a mark of ZERO for that task. They will be recorded on the NESA Register of Malpractice for HSC assessment tasks. Malpractice includes, but is not limited to:

Plagiarism: (see appendix 1)

- Using material directly from books, journals, CDs or the internet without reference to the source.
- Copying information from an electronic device.
- Using ChatGPT or Artificial intelligence.

Cheating: (see appendix 1)

- Attempting to cheat.
- Assisting others to cheat.
- Copying someone else's work in part or in whole and presenting it as their own.
- Copying in an exam from other students or using information secretly brought in.
- Submitting work to which another person such as parent, coach or subject expert has contributed substantially.
- Paying someone to write or prepare material.
- Using non-approval aides during assessment task.
- Using online translation tools.
- Contriving false explanations to explain work not submitted by the due date.
- Altering of an assessment task that has already been marked.
- Attempting to alter an assessment task that has already been marked.
- Making up journal entries for a research project.

Also refer to - Malpractice in Stage 6 (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/breaking-hsc-rules>

Exam Equipment List – what you cannot bring into your exam room (NESA);

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Disruption to Exams or Assessment Tasks: (see appendix 1)

- Distracting other students from their work or during assessment task.
- Disrupting the assessment task in any way.
- Breaching school examination rules.

The decision with regard to malpractice having occurred will be made by the class teacher or the marker of the assessment task, in consultation with the Head Teacher of the course involved. In all situations the decision regarding malpractice must be communicated to the Principal immediately.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of ZERO may be awarded.

Feedback on Completed Assessment Tasks

Students are entitled to relevant feedback on their assessment tasks, in a timely manner. This may take the form of; verbal feedback, written feedback (general or individualised) or any combination of these.

Querying the Result of an Assessment Task

If on the return of an assessment task, a student considers that there is an irregularity in the marking of the assessment task, it is their responsibility to immediately discuss their concern with the course teacher. If the issue is not resolved, the task will be retained by the teacher of the course and the students should approach the Head Teacher to request a review. The Head Teacher's (or their delegate's) decision in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is FINAL. The review may result in the final mark remaining the same or higher or being lower than the original mark.

Note: The Principals decision is final in all procedural matters.

Warning of "N" Determination

Students undertaking the HSC course must make a genuine/serious attempt to complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the class teacher's professional judgement to determine whether or not a student has made a genuine attempt to complete these requirements.

Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the available marks. Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course.

Students and parents/guardians will be informed of the problem, in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

Further information:

A copy of the Assessment, Certification and Examination (ACE) Manual is available on the NESA website (in the Manuals section). The URL is: <https://ace.nesa.nsw.edu.au>

"N" Determination and Appeals

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s). If a student fails to meet course and assessment requirements in a HSC course, an "N" determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 courses and 10 units of HSC courses which fulfil the NESA pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of extension courses, students who fail to meet the assessment requirements of the co-requisite 2-unit course will not receive a result in either course. The final decision regarding an "N" determination recommendation will be made by the Principal. Any student given an "N" determination has the right to appeal against the decision. The appeal review will be conducted by the Principal and the Deputy Principal. The outcome of the appeal will be notified to the student, the parents/caregivers and NESA.

Confidentiality of Final Mark

The final HSC assessment mark for each course is confidential and cannot be given to students.

Order of Merit/Final Ranking

Students will be given feedback from time to time as to their ongoing rank in any course.

Submitted Works and Practical Examinations

The following courses require you either to undertake practical examinations or to submit major works or projects:

- Design and Technology
- Drama
- English Extension 2
- History Extension
- Languages
- Music 1, Music 2 and Music Extension
- Science Extension
- Society and Culture
- Textiles and Design
- Visual Arts

Students are required by NESA to certify that any submitted works are their own. Class teachers must certify that they have been completed under the teacher's supervision. If school staff cannot certify the works, students might not be awarded marks for them, or they may receive reduced marks. Further information for the requirements of each course can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Disability Provisions

If a student is entitled to disability provisions for examination periods, it is the responsibility of the student to request these provisions for any assessment tasks. This can be negotiated with the Head Teacher Welfare and Deputy Principal. Note the following unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which NESA/School has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

Conduct During Examinations, Tests or Assessments

Students must:

- Wear full school uniform to all examinations.
- Cease speaking or communicating in any way as they enter the examination venue and remain silent while in the examination room except if talking to a supervisor.
- Follow the examination supervisor's instructions at all times.
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination.
- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material.
- Not take food into the examination room.
- Only take permitted equipment into the assessment/examination room. Books, notes, paper, mobile phones and electronic equipment of any kind are not to be taken into the assessment/examination room. The area where bags are placed is not considered to be part of the examination room, but a mobile phone left in a bag in this area must be switched off.
- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- Behave ethically – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat. A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

Furthermore: NESA awards zero to any script in which only the multiple-choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as a non-attempt of the examination in that course. In Year 12 this will result in a non-award of the HSC in that course so that course will not appear on your HSC.

In Year 12 this will also result in the student not being awarded an ATAR if this course counts towards his/her 10 units.

VOCATIONAL EDUCATION AND TRAINING (VET) ASSESSMENT

VET courses are competency based courses. NESA and the Australian Skills Quality Authority (ASQA) require that a competency based approach to assessment be used and that a record be held by the Registered Training Organisation (RTO) of the competencies achieved.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. Assessment will account for the underpinning skills and knowledge identified with the unit of competency.

The Higher School Certificate examination for all VET courses is optional. Students will nominate during the HSC year to undertake the optional examination. The examination is independent of the competency based assessment undertaken during the course and has no impact on student eligibility for AQF qualifications.

For a student to be considered to have satisfactorily completed a VET course there must be sufficient evidence that the student has:

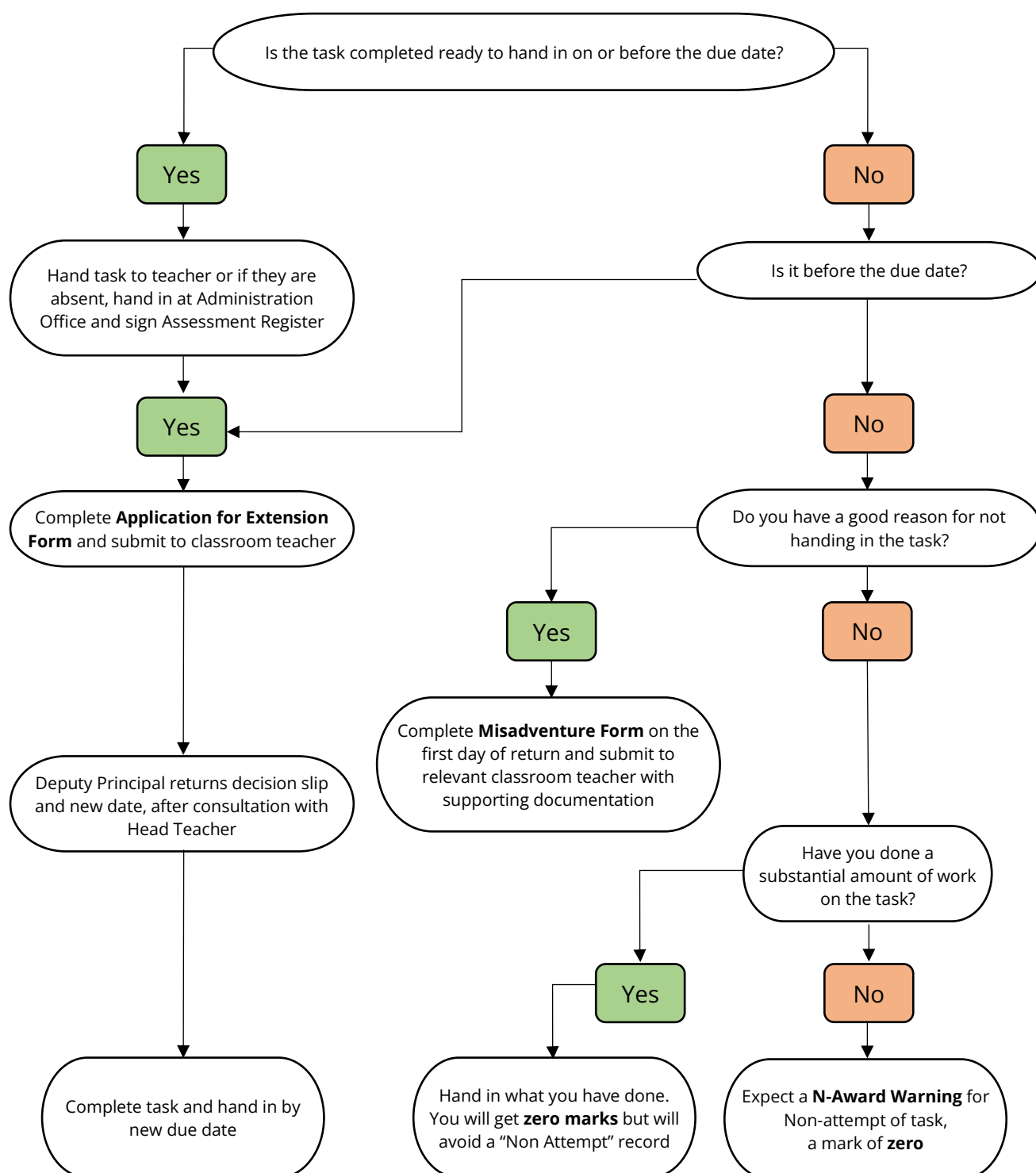
- followed the course;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course;
- achieved some or all of the course outcomes;
- undertaken the mandatory work placement.

Work placement is a mandatory HSC requirement of all VET courses. A minimum of 70 hours' work placement, in an appropriate workplace, is required by students in a 240-hour VET course.

To facilitate flexibility of VET in the HSC, all VET courses may be delivered as Year 11 units, HSC units or as a combination of Year 11 and HSC units.

ASSESSMENT TASK FLOWCHART

STUDENTS



EXAMINATION SCHEDULE

Year 12 Trial HSC Examinations

Term 3 2024	Weeks 4 and 5	12 August – 23 August 2024
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TERM DATES

* Excludes Staff Development Days

Term 4	2023	11 weeks	9 October 2023 – 19 December 2023
Term 1	2024	10 weeks	30 January 2024 – 12 April 2024
Term 2	2024	10 weeks	29 April 2024 – 5 July 2024
Term 3	2024	10 weeks	22 July 2024 – 27 September 2024

COURSE ASSESSMENT SCHEDULES 2023 – 2024

CAPA

Dance HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 9	Term 1 2024 Week 10	Term 2 2024 Week 8	Term 3 2024 Week 2
Task Type		Major Study	Core Appreciation / Composition	Core Performance / Appreciation	Practical Exam
Performance	20%			10%	10%
Composition	20%		10%		10%
Appreciation	20%		10%	10%	
Major Study	40%	20%			20%
TOTAL MARKS	100%	20%	20%	20%	40% *
OUTCOMES ASSESSED		H1.1, 1.3, 2.3	H1.1, 3.1, 3.2, 3.4, 4.2, 4.4	H1.2, 2.1, 2.2, 4.1, 4.2, 4.3	H1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4

* Outcomes based on the Major Study option selected by each student

Syllabus Outcomes

H1.1	understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
H1.2	performs, composes and appreciates dance as an art form
H1.3	appreciates and values dance as an art form through the interrelated experiences of performing, composing and appreciating dances
H1.4	acknowledges and appreciates the relationship of dance and other media
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
H2.3	values the diversity of dance performance
H3.1	identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
H3.2	demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent
H3.3	recognises and values the role of dance in achieving individual expression
H3.4	explores, applies and demonstrates the combined use of compositional principles and technological skills 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
H4.3	utilises the skills of research and analysis to examine dance as an art form
H4.4	demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
H4.5	acknowledges that the art form of dance is enhanced through reflective practice, study and evaluation

CAPA

Drama HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 10	Term 1 2024 Week 10	Term 2 2024 Week 6	Term 3 2024 Weeks 4 & 5
Task Type		Australian Drama & Theatre	Studies in Drama & Theatre	IP	Trial HSC Examination
Making	40%	10%	10%	5%	15%
Performing	30%	5%	5%	20%	
Appreciating	30%	10%	10%		10%
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		H1.1, 1.2, 2.3, 3.1, 3.2	H1.3, 1.5, 1.6, 1.7, 2.1, 3.1, 3.3	H1.3, 2.2, 2.3 *	H1.1, 1.3, 1.4, 1.6, 3.1, 3.2, 3.3

* Outcomes based on the Individual Project option selected by each student.

Syllabus Outcomes

H1.1	uses acting skills to adopt and sustain a variety of characters and roles
H1.2	uses performance skills to interpret and perform scripted and other material
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
H1.4	collaborates effectively to produce a group-devised performance
H1.5	demonstrates directorial skills
H1.6	records refined group performance work in appropriate form
H1.7	demonstrates skills in using the elements of production
H1.8	recognises the value of the contribution of each individual to the artistic effectiveness of productions
H1.9	values innovation and originality in group and individual work
H2.1	demonstrates effective performance skills
H2.2	uses dramatic and theatrical elements effectively to engage an audience
H2.3	demonstrates directorial skills for theatre and other media
H2.4	appreciates the dynamics of drama as a performing art
H2.5	appreciates the high level of energy and commitment necessary to develop and present a performance
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.4	appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
H3.5	appreciates the role of the audience in various dramatic and theatrical and movements

CAPA

Music 1 HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 7	Term 1 2024 Week 7	Term 2 2024 Week 8	Term 3 2024 Weeks 4 & 5
Task Type		Composition Portfolio & Core Performance	Viva Voce & Works in Progress	Practical Program	Trial HSC Examination
CORE Composition	10%	10%			
CORE Performance	10%	5%		5%	
CORE Aural	25%				25%
CORE Musicology	10%		10%		
Elective 1	15%		5%	10%	
Elective 2	15%		5%	10%	
Elective 3	15%		5%	10%	
TOTAL MARKS	100%	15%	25%	35%	25%
OUTCOMES ASSESSED		H3, H7, H8	H2, H4, H11	H1, H9, H10	H5, H6

Syllabus Outcomes

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

CAPA

Visual Arts HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 9	Term 1 2024 Week 8	Term 2 2024 Week 3	Term 3 2024 Weeks 4 & 5
Task Type		VAPD and Support Material Body of Work Case Study #1 and in class section 1	Case Study #2 and in-class essay	Body of Work Progress – Viva Voce	Trial HSC Examination Body of Work Progress
Art Making	50%	20%		20%	10%
Art Criticism and History	50%	15%	15%		20%
TOTAL MARKS	100%	35%	15%	20%	30%
OUTCOMES ASSESSED		H1, H2, H3, H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

Syllabus Outcomes

H1	initiates and organises art making 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 art-making
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

ENGLISH

English Studies HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 9	Term 1 2024 Week 9	Term 2 2024 Week 8	Term 3 2024 Week 6
Task Type		Common Mandatory Module: Texts and Human Experiences	Elective Module F: MiTunes and Text	Elective Module N: The Way We Were	Elective Module B: Telling Us All About It
		Film: Billy Elliot and related text/s	Collection of songs/biography	Drama: Letters to Lindy	Collection of Texts
		Extended Response	Multimodal Biography & Song Analysis	Imaginative response	Collection of Classwork & Reflection
Knowledge and understanding of course content	50%	10%	10%	10%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	10%	20%
TOTAL MARKS	100%	20%	20%	20%	40%
OUTCOMES ASSESSED		ES12-5, ES12-7, ES12-8, ES12-9	ES12-2, ES12-3, ES12-4, ES12-5	ES12-1, ES12-3, ES12-9	ES12-4, ES12-6, ES12-10

Syllabus 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

ENGLISH

English Standard HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 9	Term 1 2024 Week 8	Term 2 2024 Week 9	Term 3 2024 Weeks 4 & 5
Task Type		Common Module: Texts and Human Experiences Short Answers and Extended Response	Module B: Critical Study of Literature Extended Response	Module A: Language, Identify and Culture Imaginative Response and Reflection	Trial HSC Examination <ul style="list-style-type: none"> Common Module Module A Module B Module C
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
TOTAL MARKS	100%	20%	25%	25%	30%
OUTCOMES ASSESSED		EN12-1, EN12-2, EN12-3, EN12-7	EN12-1, EN12-3, EN12-4, EN12-7	EN12-1, EN12-3, EN12-4, EN12-7	EN12-2, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9

Syllabus Outcomes

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

ENGLISH

English Advanced HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 10	Term 1 2024 Week 8	Term 2 2024 Week 10	Term 3 2024 Weeks 4 & 5
Task Type		Common Module: Texts and the Human Experiences Short Answers and Extended Response	Module B: Critical Study of Literature Multimodal Presentation	Module C: Craft of Writing Imaginative Response and Reflection	Trial HSC Examination <ul style="list-style-type: none"> Common Module Module A Module B Module C
Knowledge and understanding of course content	50%	10%	10%	10%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	15%	10%
TOTAL MARKS	100%	25%	20%	25%	30%
OUTCOMES ASSESSED		EA12-1, EA12-4, EA12-7, EA12-8	EA12-2, EA12-3, EA12-8	EA12-1, EA12-5, EA12-7, EA12-9	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8

Syllabus 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

ENGLISH

English Extension 1 HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 2024 Week 10	Term 2 2024 Week 10	Term 3 2024 Weeks 4 & 5
Task Type		Narrative and Viva Voce	Critical Essay	Trial HSC Examination
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	15%	20%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	15%	20%
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4

Syllabus Outcomes

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

HSIE

Aboriginal Studies HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 7	Term 1 2024 Week 10	Term 2 2024 Week 7	Term 3 2024 Weeks 4 & 5
Task Type		Social Justice and Human Rights Issues Global Perspectives Written Response & Source Based Task	Research and Inquiry methods Major Project	Social Justice & Human Rights Issues - Education & Criminal Justice Extended Response	Trial HSC Examination
Knowledge and understanding of course content	30%	5%	5%	10%	10%
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	30%	10%	5%	5%	10%
Research and inquiry methods, including aspects of the major project	20%		20%		
Communication of information, ideas and issues in appropriate forms	20%	5%	10%	5%	
TOTAL MARKS	100%	20%	40%	20%	20%
OUTCOMES ASSESSED		H1.1, 1.3, 2.2, 3.2, 4.1	H4.1, 4.2	H1.2, 2.1, 3.1, 3.3, 4.3	H1.1, 1.2, 3.1, 3.2, 4.1, 4.3

Syllabus Outcomes

H1.1	evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
H1.2	analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
H1.3	assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
H2.1	examines contemporary expressions of Aboriginal and other indigenous people's culture, heritage, and identity
H2.2	analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' culture, political, social, and economic life
H3.1	assesses the effectiveness of government policies, legislation, and legal decisions in addressing discrimination
H3.2	evaluates the impact of key government policies, legislation, and legal decisions on the socioeconomic status of Aboriginal peoples and communities
H3.3	evaluates initiatives that promote the social, economic, and political independence of Aboriginal and other Indigenous peoples
H4.1	plans, investigates, analyses, synthesises, and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
H4.2	undertakes community consultation and fieldwork and applies ethical research practices
H4.3	investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

HSIE

Ancient History HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 9	Term 1 2024 Week 10	Term 3 2024 Week 3	Term 3 2024 Weeks 4 & 5
Task Type		Source Analysis Core Topic – Cities of Vesuvius	Essay Greek World	Evidence Folder All Topics	Trial HSC Examination All Topics
Knowledge and understanding of course content	40%	15%	5%	10%	10%
Source Skills	20%			10%	10%
Historical inquiry and research skills	20%		10%	10%	
Communication of understanding	20%	5%	5%		10%
TOTAL MARKS	100%	20	20	30	30
OUTCOMES ASSESSED		AH12-6, AH12-7, AH12-9	AH12-1, AH12-3, AH12-8	AH12-4, AH12-6, AH12-7	AH12-1, AH12-2, AH12-5, AH12-9, AH12-10

Syllabus Outcomes

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

HSIE

Business Studies HSC Assessment Schedule 2023 – 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 8	Term 1 2024 Week 7	Term 2 2024 Week 7	Term 3 2024 Weeks 4 & 5
Content		Operations	Marketing	Finance	All Topics
Task Type		Topic Test	Business Report	Case Study Ratios and Business Report	HSC Trial Exam
Knowledge and understanding of course content	40%	10%	10%	5%	15%
Stimulus based skills	10%				10%
Inquiry and research	30%	10%	10%	10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL MARKS	100%	25%	25%	20%	30%
OUTCOMES ASSESSED		H1, H2, H5, H9	H3, H4, H6, H8	H6, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

Syllabus Outcomes

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

HSIE

Geography HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 9	Term 2 2024 Week 2	Term 2 2024 Week 9	Term 3 2024 Weeks 4 & 5
Task Type		Urban Places Fieldwork and Research Task	Ecosystems at Risk Fieldwork and Research Task	People and Economic Activity In-Class Task	Trial HSC Examination
Knowledge, understanding and content of course	40%	10%	10%	10%	10%
Geographical tools and skills	20%		5%	5%	10%
Geographical inquiry and research, including fieldwork	20%	10%	5%	5%	
Communication of geographical information, ideas and issues	20%	5%	5%	5%	5%
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		H1, H3, H9, H10	H1, H2, H5, H13	H4, H6, H12, H13	ALL

Syllabus Outcomes

H1	explains the changing nature, spatial patterns and interaction of ecosystems, urban place and economic activity
H2	explains the factors which place ecosystems at risk and the reasons for their protection
H3	analyses contemporary urban dynamics and applies them in specific context
H4	analyses the changing spatial and ecological dimensions of an economic activity
H5	evaluates environmental management strategies in terms of ecological sustainability
H6	evaluates the impacts of and responses of people to environmental change
H7	justifies geographical methods applicable and useful in the workplace and relevant to a changing world
H8	plans geographical inquiries to analyse and synthesises information from a variety of sources
H9	evaluates geographical information and sources for usefulness, validity and reliability
H10	applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
H11	applies mathematical ideas and techniques to analyse geographical data
H12	explains geographical pattern, processes and future trends through appropriate case studies and illustrative examples
H13	communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

HSIE

History Extension HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 2024 Week 8	Term 3 2024 Week 1	Term 3 2024 Weeks 4 & 5
Task Type				
Knowledge and understanding of significant historical ideas and processes	40%	10%	10%	20%
Skills in designing, undertaking and communicating historical inquiry – the History project	60%	20%	30%	10%
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4

Syllabus Outcomes

H12-1	analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
H12-2	plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
H12-3	communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
H12-4	constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

HSIE

Legal Studies HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 8	Term 1 2024 Week 8	Term 2 2024 Week 8	Term 3 2024 Weeks 4 & 5
Task Type		Human Rights Topic Test	Crime Research Task	Focus Study 1 & 2 Media File & Written Task	Trial HSC Examination
Knowledge and Understanding of content	40%	10%	5%	5%	20%
Analysis and Evaluation	20%	5%	5%	5%	5%
Inquiry and research	20%		10%	10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
TOTAL MARKS	100%	20%	25%	25%	30%
OUTCOMES ASSESSED		H1, H2, H3, H5,	H1, H6, H7, H8, H10	H4, H5, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10

Syllabus Outcomes

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

HSIE

Modern History HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 10	Term 1 2024 Week 9	Term 2 2024 Week 9	Term 3 2024 Weeks 4 & 5
Task Type		National Studies: USA 1919 – 1941 In-Class Historical Analysis Extended Response	Power and Authority in the Modern World 1919 – 1946 In-class Source and Short Responses	Peace and Conflict: Conflict in the Pacific 1937 – 1951 Research Task	HSC Trial Exam
Knowledge and understanding of course content	40%	10%	5%	5%	20%
Source-based skills	20%	5%	10%		5%
Historical inquiry and research	20%	5%	5%	10%	
Communication in appropriate forms	20%	5%	5%	5%	5%
TOTAL MARKS	100%	25%	25%	20%	30%
OUTCOMES ASSESSED		MH12-1 MH12-3 MH12-5MH12-9	MH12-2 MH12-4 MH12-6 MH12-9	MH12-7 MH12-8 MH12-9	M12-1, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9

* Except MH12-8

Syllabus Outcomes

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

HSIE

Society and Culture HSC Assessment Schedule 2023 – 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 8	Term 1 2024 Week 6	Term 2 2024 Week 6	Term 3 2024 Weeks 4 & 5
Task Type		PIP Preparation Portfolio	Continuity and Change Presentation	Inclusion and Exclusion Planned Written Response	Trial HSC Examination
Knowledge and Understanding of content	50%	5%	10%	15%	20%
Application and analysis of social and cultural research methods	30%	5%	10%	10%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL MARKS	100%	15%	25%	30%	30%
OUTCOMES ASSESSED		H1, H6, H7, H8	H2, H3, H5, H10	H1, H2, H4, H9	H3, H4, H5, H9, H10

Syllabus Outcomes

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

LANGUAGE

Japanese Continuers HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 9	Term 1 2024 Week 7	Term 2 2024 Week 6	Term 3 2024 Weeks 4 & 5
Task Type		Responding to aural and written texts & oral presentation and question and answer	Responding to aural and written text & in-class written task	Responding to aural and written text & oral interview	Trial HSC Written Examination
Course Component		Healthy Lifestyle	Japanese Culture and Travelling in Japan	Living in Japan and Future Plans / World of Work	Drawn from all prescribed themes and topics
Listening	30%	5%	8%	7%	10%
Reading	30%	5%	7%	8%	10%
Speaking	20%	10%		10%	
Writing in Japanese	20%		10%		10%
TOTAL MARKS	100%	20%	25%	25%	30%
OUTCOMES ASSESSED		1.1, 1.2, 1.3, 3.2, 3.4, 3.6, 4.1	2.1, 2.2, 2.3, 3.1, 3.3, 3.5, 4.2, 4.3	1.1, 1.2, 1.3, 3.2, 3.4, 3.6, 4.1`	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3

Syllabus Outcomes

Exchange information, opinions and experiences in Japanese	
1.1	uses a range of strategies to maintain communication
1.2	conveys information appropriate to context, purpose and audience
1.3	exchanges and justifies opinions and ideas
1.4	reflects on aspects of past, present and future experience
Express ideas through the production of original texts in Japanese	
2.1	applies knowledge of language structures to create original text (written or spoken texts created by students incorporating their own ideas)
2.2	composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	structures and sequences ideas and information
Analyse, process and respond to texts that are in Japanese	
3.1	conveys the gist of texts and identifies specific information
3.2	summarises the main ideas
3.3	identifies the tone, purpose, context and audience
3.4	draws conclusions from or justifies an opinion
3.5	interprets, analyses and evaluates information
3.6	infers points of view, attitudes or emotions from language and context
Understand aspects of the language and culture of Japanese-speaking communities	
4.1	recognises and employs language appropriate to different social contexts
4.2	identifies values, attitudes and beliefs of cultural significance
4.3	reflects upon significant aspects of language and culture

LANGUAGE

Japanese Extension HSC Assessment Schedule 2022 - 2023

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 2023 Week 3	Term 2 2023 Week 5	Term 3 2023 Weeks 4 & 5
Task Type		Character Analysis: Prescribed Text Hand in task & in-class assessment	Debate Speech and Forum Reply In-class written and spoken assessment	Trial HSC Written Examination
Text Analysis	40%	30%		10%
Writing	40%		30%	10%
Speaking	20%		10%	10%
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		2.1, 2.2, 2.3	1.1, 1.2	1.1, 1.2, 2.1, 2.2, 2.3

Syllabus Outcomes

Present and discuss opinions, ideas and points of view in Japanese	
1.1	Discusses attitudes, opinions and ideas in Japanese
1.2	Formulates and justifies a written or spoken argument in Japanese
Evaluate, analyse and respond to text that is in Japanese and that reflects the culture of Japanese-speaking communities	
2.1	Evaluates and responds to text personally, creatively and critically
2.2	Analyses how meaning is conveyed
2.3	Analyses the social, political, cultural and/or literary contexts of the text that is in Japanese

MATHEMATICS

Mathematics Standard 1 HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 9	Term 1 2024 Week 8	Term 2 2024 Week 8	Term 3 2024 Week 8
Task Type		Network Assignment	Open Book Class Test	Algebra Assignment	Measurement Scale Assignment
Understanding, fluency and communication	50%	15%	10%	15%	10%
Problem Solving, reasoning and justification	50%	10%	15%	10%	15%
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		MS1-12-8, 10	MS1-12-2, 5, 7, 10	MA1-12-1, 6, 9, 10	MA1-12-3, 4, 9, 10
CONTENT SUMMARY		MS-N1	MS-F2, 3, MS-S3	MS-A3	MS-M3, 4, 5

Note: Students who are sitting the HSC examination will be required to sit a Trial HSC as an additional task. School Weighting of 0%. The mark will go towards your ATAR mark.

Syllabus Outcomes

Develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts	
MS1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2	analyses representations of data in order to make predictions and draw conclusions
Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks	
MS1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness
MS1-12-4	analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1-12-5	makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6	represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	solves problems requiring statistical processes
MS1-12-8	applies network techniques to solve network problems
Develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	
MS1-12-9	chooses and uses appropriate technology effectively and recognises appropriate times for such use
Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

MATHEMATICS

Mathematics Standard 1 – Maths in Trade HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 9	Term 1 2024 Week 8	Term 2 2024 Week 9	Term 3 2024 Week 8
Task Type		Network Assignment	Open Book Class Test	Measurement Scale Assignment	Contextual Assignment
Understanding, fluency and communication	50%	20%	5%	20%	5%
Problem Solving, reasoning and justification	50%	20%	5%	15%	10%
TOTAL MARKS	100%	40%	10%	35%	15%
OUTCOMES ASSESSED		MS-12-8, 10	MS1-12-2, 5, 7, 10	MA1-12-3, 4, 9, 10	MA1-12-1, 6, 9, 10
CONTENT SUMMARY		MS-N1	MS-F2, 3 MS-S3	MS-M3, 4, 5	MS-A3

Note: Students who are sitting the HSC examination will be required to sit a Trial HSC as an additional task. School Weighting of 0%. The mark will go towards your ATAR mark.

Syllabus Outcomes

Develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts	
MS1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2	analyses representations of data in order to make predictions and draw conclusions
Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks	
MS1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness
MS1-12-4	analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1-12-5	makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6	represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	solves problems requiring statistical processes
MS1-12-8	applies network techniques to solve network problems
Develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	
MS1-12-9	chooses and uses appropriate technology effectively and recognises appropriate times for such use
Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

MATHEMATICS

Mathematics Standard 2 HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 9	Term 1 2024 Week 9	Term 2 2024 Week 9	Term 3 2024 Weeks 4 & 5
Task Type		Network Assignment	In-Class Test	Reference Sheet Portfolio	Trial HSC Examination
Understanding, fluency and communication	50%	15%	10%	10%	15%
Problem solving, reasoning and justification	50%	10%	15%	10%	15%
TOTAL MARKS	100%	25%	25%	20%	30%
OUTCOMES ASSESSED		MS2-12-8, 9, 10	MS2-12-2, 5, 7, 10	MS2-12-1, 2, 3, 4, 5, 6, 7, 8, 10	MS2-12-1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (up to 30% may include Year 11 outcomes)
CONTENT SUMMARY		MS-N2, N3	MS-F4, 5, MS-S4, 5	All content	All content

Syllabus Outcomes

Develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts	
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
Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks	
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
Develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	
MS2-12-9	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

MATHEMATICS

Mathematics Advanced HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 10	Term 1 2024 Week 6	Term 2 2024 Week 8	Term 3 2024 Weeks 4 & 5
Task Type		Open-book Class Test	Contextual Assignment	Question Bank Task	Trial HSC Examination
Understanding, fluency and communication	50%	5%	15%	15%	15%
Problem-solving, reasoning and justification	50%	5%	15%	15%	15%
TOTAL MARKS	100%	10%	30%	30%	30%
OUTCOMES ASSESSED		MA12- 1, 5, 8, 10	MA12-8, 9, 10	MA12-10	MA12 1 – 10

Syllabus Outcomes

Develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques	
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
Develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics, and probability	
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
Develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems, and interpret a variety of practical solutions	
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
Develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms	
MA12-10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

MATHEMATICS

Mathematics Extension 1 HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 2024 Week 7	Term 2 2024 Week 10	Term 3 2024 Weeks 4 & 5
Task Type		Contextual Assignment	Question Bank Task	Trial HSC Examination
Concepts, skills and techniques	50%	15%	20%	15%
Reasoning and communication	50%	15%	20%	15%
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		ME12- 5, 6, 7	ME12-7	ME12- 1-7

Syllabus Outcomes

Develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques	
ME12-1	applies techniques involving proof or calculus to model and solve problems
Develop the ability to use concepts and skills to apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis	
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
Use technology effectively and apply critical thinking to recognise appropriate terms for such use	
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts
Develop the ability to interpret, justify and communicate mathematics in a variety of forms	
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

MATHEMATICS

Mathematics Extension 2 HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 10	Term 1 2024 Week 8	Term 2 2024 Week 8	Term 3 2024 Weeks 4 & 5
Task Type		Open-book Class Test	Investigative Assignment	Question Bank Task	Trial HSC Exam
Understanding, fluency and communication	50%	5%	15%	15%	15%
Problem-solving, reasoning and justification	50%	5%	15%	15%	15%
TOTAL MARKS	100%	10%	30%	30%	30%
OUTCOMES ASSESSED		MEX12-2, MEX12-4	MEX 12-2, MEX12-3, MEX12-7, MEX 12-8	MEX12-4, MEX12- 5, MEX12-1, MEX12-2	MEX12-1, MEX12-8

Syllabus Outcomes

Develop efficient strategies to solve complex problems using pattern recognition, generalisation, proof and modelling techniques	
MEX12-1	understands and uses different representation of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
Develop their knowledge, skills and understanding to model and solve complex and interconnected problems in the areas of proof, vectors and mechanics, calculus and complex numbers	
MEX12-2	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
Develop their knowledge, skills and understanding to model and solve complex and interconnected problems in the areas of proof, vectors and mechanics, calculus and complex numbers	
MEX12-3	use vectors to model and solve problems in two and three dimensions
MEX12-4	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX12-5	applies techniques of integration to structured and unstructured problems
MEX12-6	uses mechanics to model and solve practical problems
MEX12-7	applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
MEX12-8	communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

PDHPE

Community and Family Studies HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 9	Term 1 2024 Week 8	Term 2 2024 Week 7	Term 3 2024 Weeks 4 & 5
Task Type		Independent Research Project	Case Study & Written Response	Research Task and In-class Written Component	Trial HSC Examination
Knowledge and understanding of how the following impact on wellbeing: resource management, positive relationships and range of societal factors	40%		15%	10%	15%
Skills in: applying management processes to meet the needs of individuals, groups, families and communities, planning to take responsible action to promote well being	25%		10%	5%	10%
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	35%	20%		10%	5%
TOTAL MARKS	100%	20%	25%	25%	30%
OUTCOMES ASSESSED		H4.1, H4.2	H3.1, H3.3, H5.1, H6.2	H2.3, H3.3, H3.4, H5.2	H1.1 – H6.2

Syllabus Outcomes

H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	analyses different approaches to parenting and caring relationships
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	analyses the socio-cultural 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

PDHPE

Personal Development, Health and Physical Education HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 7	Term 1 2024 Week 8	Term 2 2024 Week 10	Term 3 2024 Weeks 4 & 5
Task Type		Scenario and Written Response	Priority Areas and Health Promotion – Research Task	Research Task and Presentation	Trial HSC Examination
Course Component		Sports Medicine	Better Health for Individuals	Factors Affecting Performance	Complete Course
Knowledge and understanding of the factors that affect health and the way the body moves	40%	5%	10%	10%	15%
Skills in influencing personal and community health, taking action to improve participation and performance in physical activity	30%	10%	5%	5%	10%
Skills in critical thinking and research skills	30%	5%	10%	10%	5%
TOTAL MARKS	100%	20%	25%	25%	30%
OUTCOMES ASSESSED		H8, H13, H16, H17	H1, H2, H3, H4, H5, H14, H15	H7, H8, H9, H10, H11, H16, H17	H1 – H17

Syllabus Outcomes

H1	describes the nature and justifies the choice of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health 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
H6	demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
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
H9	explains how movement skill is acquired and appraised
H10	designs and implements training plans to improve performance
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H12	analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	argues the benefits of health-promoting actions and choices that promote social justice
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	devises methods of gathering, interpreting and communicating information about health and physical
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

PDHPE

Sport, Lifestyle and Recreation HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 Ongoing Task	Term 1 2024 Week 6	Term 2 2024 Weeks 7-10	Term 3 2024 Week 8
Task Type		Practical Application	Research, Planning and assisting with the School Athletics Carnival	Coaching Task	Research Presentation and Application
Knowledge and understanding of: Factors that influence health and participation in physical activity and the principles and processes impacting on the realisation of potential movement	50%	15%	10%	15%	10%
Skill Outcomes: The ability to implement strategies that promote health, physical activity and enhance performance The capacity to influence the participation and performance of self and others	50%	15%	10%	15%	10%
TOTAL MARKS	100%	30%	20%	30%	20%
OUTCOMES ASSESSED		1.1, 1.6, 3.1, 3.4, 4.4, 5.2	1.1, 1.6, 3.1, 3.2, 3.3, 4.4	1.1, 1.3, 2.1, 2.2, 3.2, 4.4, 4.5	1.3, 3.6, 4.1, 4.2, 4.4

Syllabus Outcomes

Knowledge and understanding of the factors that influence health and participation in physical activity	1.1	applies the rules and conventions that relate to participation in a range of physical activities
	1.2	explains the relationship between physical activity, fitness and healthy lifestyle
	1.3	demonstrates ways to enhance safety in physical activity
	1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
	1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
	1.6	describes administrative procedures that support successful performance outcomes
Knowledge and understanding of the principles and processes impacting on the realisation of movement potential	2.1	explains the principles of skill development and training
	2.2	analyses the fitness requirements of specific activities
	2.3	selects and participates in physical activities that meet individual needs, interests and abilities
	2.4	describes how societal influences impact on the nature of sport in Australia
	2.5	describes the relationship between anatomy, physiology and performance
The ability to analyse and implement strategies that promote health, physical activity and enhanced 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
	3.4	composes, performs and appraises movement
	3.5	analyses personal health practices
	3.6	assesses and responds appropriately to emergency care situations
	3.7	analyses the impact of professionalism in sport
A capacity to influence the participation and performance of self and others	4.1	plans strategies to achieve performance goal
	4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context
	4.3	makes strategic plans to overcome the barriers to personal and community health
	4.4	demonstrates competence and confidence in movement contexts
	4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity
A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	5.1	accepts responsibility for personal and community health
	5.2	willingly participates in regular physical activity
	5.3	values the importance of an active lifestyle
	5.4	values the features of a quality performance
	5.5	strives to achieve quality in personal performance

SCIENCE

Biology HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 8	Term 1 2024 Week 8	Term 2 2024 Week 8	Term 3 2024 Weeks 4 & 5
Task Type		Inquiry Question Summary and Model	In-Class Test	Depth Study Case Study: Data analysis and extended response	Trial HSC Examination
Skills in Working Scientifically <ul style="list-style-type: none"> Questioning and Predicting Planning Investigations Conducting Investigations Processing Data and information Analysing Data and information Problem Solving Communicating 	60%	20%	5%	20%	15%
Knowledge and Understanding of Course Content	40%	10%	10%	5%	15%
TOTAL MARKS	100%	30%	15%	25%	30%
OUTCOMES ASSESSED		BIO12 – 1, 2, 3, 4, 5, 6, 7, 12	BIO12 – 4, 5, 6, 7, 12, 13	BIO12 – 1, 3, 5, 6, 7, 15	BIO12 -1, 4, 5, 6, 7, 12, 13, 14, 15

Syllabus Outcomes

Objective - Students develop skills in applying the processes of Working Scientifically
Questioning and predicting BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information BIO11/12-5 analyses and evaluates primary and secondary data and information
Problem solving BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Objective - Students develop knowledge and understanding of heredity and genetic technologies
BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change
Objective Students develop knowledge and understanding of the effects of disease and disorders
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

SCIENCE

Chemistry HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 9	Term 1 2024 Week 5	Term 2 2024 Week 8	Term 3 2024 Weeks 4 & 5
Task Type		Calculations and Data Analysis Module 5	Skills Quiz and Data Analysis Module 6	Depth Study Research and Presentation Module 7 & 8	Trial HSC Examination
Skills in Working Scientifically <ul style="list-style-type: none"> Questioning and Predicting Planning Investigations Conducting Investigations Processing Data and information Analysing Data and information Problem Solving Communicating 	60%	10%	15%	20%	15%
Knowledge and Understanding of Course Content <ul style="list-style-type: none"> Develop knowledge and understanding of the fundamentals of chemistry Develop knowledge and understanding of the trends and driving forces in chemical interactions 	40%	10%	5%	10%	15%
TOTAL MARKS	100%	20%	20%	30%	30%
OUTCOMES ASSESSED		CH12 – 1, 2, 3, 4, 5, 6, 7, 12	CH12 – 1, 2, 3, 4, 5, 6, 7, 12	CH12 – 2, 3, 4, 5, 6, 7, 12, 14	CH12 – 2, 3, 4, 5, 6, 7, 8, 12, 13, 14, 15

Syllabus 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

SCIENCE

Earth and Environmental Science HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 2024 Week 2	Term 2 2024 Week 2	Term 2 2024 Week 7	Term 3 2024 Weeks 4 & 5
Task Type		Depth Study on Module 8	Depth Study and Investigation on Module 5	In-Class Test Modules 8 & 5	Trial HSC Examination
Skills in Working Scientifically <ul style="list-style-type: none"> Questioning and Predicting Planning Investigations Conducting Investigations Processing Data and information Analysing Data and information Problem Solving Communicating 	60%	15%	20%	10%	15%
Knowledge and Understanding of Course Content	40%	10%	5%	10%	15%
TOTAL MARKS	100%	25%	25%	20%	30%
OUTCOMES ASSESSED		EES12 – 1, 2, 3, 4, 5, 7, 15	EES12 – 1, 2, 3, 4, 5, 6, 7	EES12 – 4, 5, 6, 7, 12, 15	EES12 -1, 2, 3, 4, 5, 6, 7, 12, 13, 14, 15

Syllabus Outcomes

Questioning and predicting EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information EES11/12-5 analyses and evaluates primary and secondary data and information
Problem solving EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Year 12 Outcomes
EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

SCIENCE

Investigating Science HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 9	Term 1 2024 Week 6	Term 2 2024 Week 10	Term 3 2024 Weeks 4 & 5
Task Type		Depth Study Scientific Investigation Module 5	Practical Examination & Data Analysis Module 6	Research & Creative Communication Module 7	Trial HSC Examination
Skills in Working Scientifically <ul style="list-style-type: none"> Questioning and Predicting Planning Investigations Conducting Investigations Processing Data and information Analysing Data and information Problem Solving Communicating 	60%	25%	5%	30%	0%
Knowledge and Understanding of Course Content <ul style="list-style-type: none"> Develop knowledge and understanding of science and technology. Develop knowledge and understanding of contemporary issues involving science. 	40%	5%	5%	0%	30%
TOTAL MARKS	100%	30%	10%	30%	30%
OUTCOMES ASSESSED		INS12 – 1, 2, 3, 4, 5, 7, 12	INS12 – 1, 3, 4, 5, 6, 13	INS12 – 2, 3, 7	INS12 – 12, 13, 14, 15

Syllabus Outcomes

INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	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

SCIENCE

Marine Studies HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 8	Term 1 2024 Week 9	Term 2 2024 Week 8	Term 3 2024 Weeks 4 & 5
Task Type		Marine Organism Anatomy Model and Research Task	Research/ Written Presentation and Practical Task	Ecology Tourism Pamphlet	Trial HSC Examination
Course Component		Optional Module 14 Anatomy and Physiology of Marine Organism	Optional Module 15 Seafood Handling and Processing	Optional Module 6 Coral Reef Ecology	All cores and modules covered
TOTAL MARKS	100%	30%	25%	30%	15%
OUTCOMES ASSESSED		1.1, 1.3, 2.1, 2.3, 3.1, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 5.3, 5.4	1.1, 1.2, 1.5, 2.1, 3.1, 4.1, 4.2,	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4

Syllabus Outcomes

1.1	relates with a respectful and caring attitude to the ocean and its life forms
1.2	identifies the roles of individuals or groups involved in maritime activities
1.3	recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
1.4	recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
1.5	demonstrates an awareness of the value of the ocean as a source of historical information
2.1	appreciates the importance of effective management practice
2.2	works effectively within a group
2.3	communicates information by writing reports, giving short talks and contributing to discussions
3.1	evaluates information, situations, equipment manuals and written or manual procedures
3.2	collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
3.3	generates information from data by calculating, inferring, interpreting and generalising
3.4	carries out planned research activities using appropriate measurements, observations, classification and recording skills
4.1	identifies marine vocations and a range of leisure pursuits
4.2	appreciates marine environments as sources of employment and leisure
5.1	values the rules and operating principles of marine equipment and applies them
5.2	applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
5.3	interprets and follows instructions, with accuracy
5.4	selects, organises, assembles, dismantles, cleans, and returns equipment

SCIENCE

Physics HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 2024 Week 1	Term 2 2024 Week 1	Term 2 2024 Week 2	Term 3 2024 Weeks 4 & 5
Task Type		Depth Study 1 (Research & Presentation)	Topic test and summary	Depth Study 2 (Research & Investigation)	Trial HSC Examination
Skills in working scientifically <ul style="list-style-type: none"> Questioning and Predicting Planning Investigations Conducting Investigations Processing Data and information Analysing Data and information Problem Solving Communicating 	60%	15%	10%	20%	15%
Knowledge and understanding of course content <ul style="list-style-type: none"> Advanced mechanics and electromagnetism The role of evidence and predication in development of theories in physics 	40%	10%	10%	5%	15%
TOTAL MARKS	100%	25%	20%	25%	30%
OUTCOMES ASSESSED		PH12: 1, 2, 3, 4, 7, 15	PH12: 4, 5, 6, 7, 14, 15	PH12: 1, 2, 3, 4, 5, 7, 14	PH12: 4, 5, 6, 7, 12, 13, 14, 15

Syllabus Outcomes

Working Scientifically Outcomes	
PH12-1	develops and evaluates questions and hypotheses for scientific investigation
PH12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH12-5	analyses and evaluates primary and secondary data and information
PH12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Knowledge and Understanding Outcomes	
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

TAS

Exploring Early Childhood HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 2023 Week 10	Term 2 2023 Week 6	To be individually allocated throughout Terms 1-3 2023	Term 3 2023 Weeks 4 & 5
Task Type		Design and create a children's book	Resource evaluation (option modules 3 & 11)	Structured play session: Organisation & Management	Trial HSC Examination
Knowledge and understanding of Exploring Early Childhood	50%	5%	15%	10%	20%
Practical Skills in Exploring Early Childhood	50%	15%	5%	30%	
TOTAL MARKS	100%	20%	20%	40%	20%
OUTCOMES ASSESSED		K 1.2, 1.3, 2.3, 4.1, 5.1	K 2.1, 2.2, 6.1, 6.2	K 1.4, 2.1, 2.4, 2.5, V 1.1, 1.2, 2.1	All knowledge course outcomes

Syllabus Outcomes

K1.1	analyses prenatal issues that have an impact on development
K1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children
K1.3	examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
K1.4	analyses the ways in which family, community and culture influence growth and development of young children
K1.5	examines the implications for growth and development when a child has special needs
K2.1	analyses issues relating to the appropriateness of a range of services for different families
K2.2	critically examines factors that influence the social world of young children
K2.3	explains the importance of diversity as a positive issue for children and their families
K2.4	analyses the role of a range of environmental factors that have an impact on the lives of young children
K2.5	examines strategies that promote safe environments
K3.1	evaluates strategies that encourage positive behaviour in young children
K4.1	demonstrates appropriate communication skills with children and/or adults
K4.2	interacts appropriately with children and adults from a wide range of cultural backgrounds
K4.3	demonstrates appropriate strategies to resolve group conflict
K5.1	analyses and compares information from a variety of sources to develop an understanding of child growth and development
K6.1	demonstrates an understanding of decision-making processes
K6.2	critically examines all issues including beliefs and values that may influence interactions with others
V1.1	displays a willingness to respond to the individual needs of young children and families
V1.2	interacts with children and adults in a positive non-judgemental and accepting manner
V2.1	appreciates the importance of facilitating responsible and supportive interactions with young children

TAS

Food Technology HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 9	Term 1 2024 Week 8	Term 2 2024 Week 9	Term 3 2024 Weeks 4 & 5
Task Type		Australian Food Industry	Food Manufacture	Food Product Development	Trial HSC Examination
Knowledge and understanding of course content	40%	10%		10%	20%
Knowledge and skills in designing, researching, analysing and evaluating	30%	20%	10%		
Skills in experimenting with, and preparing food by applying theoretical concepts	30%		10%	20%	
TOTAL MARKS	100%	30%	20%	30%	20%
OUTCOMES ASSESSED		H1.2, 1.4, 3.1	H1.1, 4.2	H1.3, 4.1	H1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1

Syllabus Outcomes

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

TAS

Industrial Technology – Graphics | Multimedia | Timber HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 4 2023 Week 8	Term 1 2024 Week 4	Term 2 2024 Week 8	Term 3 2024 Weeks 4 & 5
Task Type		Project Proposal	New and Emerging Technologies Extended Response	Prototyping and Management Development and Production Folio	Trial HSC Examination
Knowledge and understanding of the organisation and management of and manufacturing process and techniques used by the focus area industry	40%		25%		15%
Knowledge, skills and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	60%	30%		25%	5%
TOTAL MARKS	100%	30%	25%	25%	20%
OUTCOMES ASSESSED		H3.1, H3.2, H4.3, H4.3	H1.1, H1.3, H7.2	H2.1, H4.1, H5.1, H5.2	H1.2, H3.3, H4.2, H4.3, H6.1, H7.1

Syllabus Outcomes

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

TAS
Software Design and Development HSC Assessment Schedule 2023 - 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 4 2023 Week 9	Term 2 2024 Week 9	Term 3 2024 Weeks 4 & 5
Task Type		Project 1 Research Task	Project 2 Product Design	Trial HSC Examinations
Knowledge and understanding of course content	50%	20%	10%	20%
Knowledge and skills in the design and development of software solutions	50%	10%	30%	10%
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		H1.3, H2.1, H2.2, H3.1	H4.2, H4.3, H5.1, H5.2	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H4.1, H5.3, H6.1, H6.2, H6.3, H6.4

Syllabus Outcomes

H1.1	explains the interrelationship between hardware and software
H1.2	differentiates between various methods used to construct software solutions
H1.3	describes how the major components of a computer system store and manipulate data
H2.1	explains the implications of the development of different languages
H2.2	explains the interrelationship between emerging technologies and software development
H3.1	identifies and evaluates legal, social and ethical issues in a number of contexts
H3.2	constructs software solutions that address legal, social and ethical issues
H4.1	identifies needs to which software solutions are appropriate
H4.2	applies appropriate development methods to solve software problems
H4.3	applies a modular approach to implement well structured software solutions and evaluates their effectiveness
H5.1	applies project management techniques to maximise the productivity of the software development
H5.2	creates and justifies the need for the various types of documentation required for a software solution
H5.3	selects and applies appropriate software to facilitate the design and development of software solutions
H6.1	assesses the skills required in the software development cycle
H6.2	communicates the processes involved in a software solution to an inexperienced user
H6.3	uses and describes a collaborative approach during the software development cycle
H6.4	develops and evaluates effective user interfaces, in consultation with appropriate people

VET COURSE ASSESSMENT SCHEDULES 2023 - 2024

School Name: Wadalba Community School
2024
Student Competency Assessment Schedule
Course: HSC Business Services

Assessment Tasks for Certificate III in Business BSB30120		Cluster 4 Wellbeing	Cluster 5 Mastering document design	Cluster 6 Sharing is caring	Cluster 7 Thinking critically	Trial HSC Exam
		Week: 8 Term: 4	Week: 5 Term: 1	Week: 10 Term: 2	Week: 8 Term: 3	Week: 4 & 5 Term: 3
Code	Unit of Competency					HSC Examinable Units of Competency
BSBPEF201	Support personal wellbeing in the workplace	X				
BSBPEF301	Organise personal work priorities		X			
BSBTEC301	Design and produce business documents		X			
BSBSUS211	Participate in sustainable work practices			X		
BSBTWK301	Use inclusive work practices			X		
BSBTEC303	Create electronic presentations			X		
BSBCRT311	Apply critical thinking skills in a team environment				X	
BSBOPS301	Maintain business resources				X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate III in Business BSB30120 or a Statement of Attainment towards Certificate III in Business BSB30120

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

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

School Name: Wadalba Community School
2024
Student Competency Assessment Schedule
Course: HSC Construction

Assessment Tasks for CPC20220 - Certificate II Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction Assessment due:		Cluster 5	Cluster 6	Cluster 7	Trial Exam
		Reading Plans and Calculating	Formwork	Level asimple slab	
		Week: 5 Term: 1	Week: 6 Term: 3	Week: 9 Term: 3	Week: 4 & 5 Term: 3
Code	Unit of Competency				
CPCCJN2001	Assemble components	X			HSC Examinable Units of Competency
CPCCJN3004	Manufacture and assemble joinery components	X			
CPCCCA2002	Use carpentry tools and equipment		X		
CPCCCM2005	Use construction tools and equipment		X		
CPCCCA2011	Handle carpentry materials		X		
CPCCVE1011	Undertake a basic construction project			X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry			X	

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

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

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

School Name: Wadalba Community School
2024
Student Competency Assessment Schedule
Course: HSC Cookery

Assessment Tasks for Certificate II Cookery SIT20421 Assessment due:		Task 3	Task 4	Task 5	Trial HSC Exam
		Week: 10 Term: 4	Week: 10 Term: 1	Week: 9 Term: 3	Week: 4 & 5 Term: 3
Code	Unit of Competency				HSC Examinable Units of Competency
SITHCCC026	Package prepared foodstuffs	X			
SITHCCC023	Use food preparation equipment		X		
SITHCCC024	Prepare and present simple dishes		X		
SITHCCC027	Prepare dishes using basic method of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Cookery.

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

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

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

School Name: Wadalba Community School
2024
Student Competency Assessment Schedule
Course: HSC Hospitality

Assessment Tasks for Certificate II Kitchen Operations SIT20322		Task 2	Task 3	Task 4	Trial HSC Exam
		Week: 10 Term: 4	Week: 10 Term: 1	Week: 9 Term: 3	Week: 4 & 5 Term: 3
Assessment due:					
Code	Unit of Competency				HSC Examinable Units of Competency
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is sit20322 Certificate II in Hospitality.

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

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

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

School Name: Wadalba Community School
2024
Student Competency Assessment Schedule
Course: HSC Retail Services

Assessment Tasks for Certificate III in Retail SIR30216 Assessment due:		Cluster D	Cluster E	Cluster F	Cluster G	Trial HSC Exam
		Working in the Industry	Handling Stock	Merchandising to Sell	Sales and Security	
		Week: 10 Term: 4	Week: 6 Term: 1	Week: 6 Term: 2	Week: 9 Term: 3	Week: 4 & 5 Term: 3
Code	Unit of Competency					HSC Examinable Units of Competency
SIRXIND001	Work effectively in a service environment	X				
SIRXIND002	Organise and maintain a store environment	X				
SIRRINV001	Receive and handle retail stock		X			
SIRRINV002	Control stock		X			
SIRRMER001	Produce visual merchandise displays			X		
SIRXPDK001	Advise on products and services			X		
SIRXRSK001	Identify and respond to security risks				X	
SIRXSLS001	Sell to the retail customer				X	
SIRXSLS002	Follow point-of-sale procedures				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216.

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

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

School Name: Wadalba Community School

2024

Student Competency Assessment Schedule

Course: HSC Sport Coaching

Assessment Tasks for SIS30521 Certificate III in Sport Coaching		Cluster 3	Cluster 4	Cluster 5	Cluster 6
		2 nd Elective	Coaching the Individual	Next Level Coaching	Provide First Aid
		Week: 6 Term: 1	Week: 10 Term: 4	Week: 10 Term: 2	Week: 1 Term: 3
Code	Unit of Competency				
SISXCAI009	Instruct strength and conditioning techniques	X			
SISSSCO003	Meet participant coaching needs		X		
BSBBOPS403	Apply business risk management procedures		X		
SISSSCO012	Coach sports participants up to an intermediate level			X	
HLTAID011	Provide First Aid <i>(if not completed in the Preliminary Year. To be outsourced to a private RTO)</i>				X

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

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

ASSESSMENT CALENDAR FOR HSC 2023 - 2024

Week	Term 4 2023	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024
Week 1		Physics	Physics	Sport Coaching VET	
Week 2		Earth & Environmental Science	Earth & Environmental Geography Physics Science	Ancient History Dance NON-ASSESSMENT PERIOD	
Week 3			Visual Arts		
Week 4		Industrial Technology (Graphics Multimedia Timber)		HSC Trial Examinations	
Week 5		Business Services VET Chemistry Construction VET Hospitality - VET Textiles and Design			
Week 6		Engineering Studies Investigating Science Mathematics Advanced Retail Services VET Society and Culture Sport Coaching VET Sport, Lifestyle & Recreation	Drama Exploring Early Childhood Japanese Continuers Retail Services VET Society and Culture	Construction VET English Studies	
Week	Term 4 2023	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024

ASSESSMENT CALENDAR FOR HSC 2023 - 2024 - CONTINUED -

Week	Term 4 2023	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024
Week 7	Aboriginal Studies Music 1 PDHPE Textile and Design	BusinessStudies Japanese Continuers Mathematics Extension 1 Music 1	Aboriginal Studies Business Studies CAFS Earth & Environmental Science Sport, Lifestyle & Recreation		
Week 8	Biology Business Services VET Business Studies Industrial Technology (Graphics Multimedia Timber) Legal Studies Marine Studies Society and Culture	Biology CAFS English Standard English Advanced Food Technology History Extension Legal Studies Mathematics Standard 1 Mathematics Standard 1 Mathematics Extension 2MIT PDHPE Visual Arts	Biology Chemistry Dance English Studies Industrial Technology (Graphics Multimedia Timber) Legal Studies Marine Studies Mathematics Standard 1 Mathematics Advanced Mathematics Extension 2 Music 1 Sport, Lifestyle & Recreation	Business Services VET Mathematics Standard 1 Mathematics Standard 1- MIT Sport, Lifestyle & Recreation	
Week 9	Ancient History CAFS Chemistry Dance Drama English Standard English Studies Engineering Studies Food Technology Geography Investigating Science Japanese Continuers Mathematics Standard 1 Mathematics Standard 1- MIT Mathematics Standard 2 Retail Services VET Software Design & Development Visual Arts	English Studies Marine Studies Mathematics Standard 2 Modern History	Engineering Studies English Standard Food Technology Geography Mathematics Standard 1- MIT Mathematics Standard 2 Modern History Software Design & Development Sport, Lifestyle & Recreation Textiles and Design	Construction VET Cookery VET Hospitality VET Retail Services VET	
Week 10	Cookery VET English Advanced English Extension 1 Hospitality VET Mathematics Advanced Mathematics Extension 2 Modern History Sport Coaching VET	Aboriginal Studies Ancient History Cookery VET Dance Drama English Extension 1 Exploring Early Childhood Hospitality VET	Business Services VET English Advanced Investigating Science Mathematics Extension 1 PDHPE Sport Coaching VET Sport, Lifestyle & Recreation		
Week	Term 4 2023	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024

APPENDIX 1: MALPRACTICE

1. Plagiarism

The following information was downloaded from the site

<https://student.unsw.edu.au/plagiarism>

Although produced to assist university students in understanding plagiarism, it is very relevant and readable for students in Stage 6 of their learning.

What is Plagiarism?

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Whenever you use the words or ideas of another person in your work, you must acknowledge where they came from. You can avoid plagiarism by following the suggestions outlined in this guide.

One of the contradictions of academic writing is that while you are expected to read, research and refer to experts and authorities, you are also expected to produce 'original' work. However, it is important to recognise that all scholarship involves understanding, researching, and expanding on the work of others to some degree. Most of the academic work undergraduate students do at university will be based on the words, information and ideas of other writers. In this case, an original contribution might consist mainly of selecting, ordering, summarising and interpreting what others have said. So, it is important to learn how to reference properly - that is, how to specify clearly and exactly what your debts are and how to acknowledge them. Then your own contribution can be clearly identified and appreciated.

Common Forms of Plagiarism

- Downloading an assignment from an online source and submitting it as your own work.
- Buying, stealing or borrowing an assignment and submitting it as your own work.
- Copying a section of a book or an article and submitting it as your own work.
- Quoting from a source 'word for word', without using quotation marks is plagiarism.
- Copying, cutting and pasting text from an electronic source and submitting it as your own work. Using the words of someone else and presenting them as your own.
- Using significant ideas from someone else and presenting them as your own.
- Putting someone else's ideas into your own words and not acknowledging the source of the ideas is plagiarism.
- Copying the written expressions of someone else without proper acknowledgement. Lifting sentences or paragraphs from someone else, even with proper acknowledgement, gives the impression that the idea or information comes from the source cited, but that the phrasing, the choice of words to express it, is your own contribution.
- Relying too much on other people's material
- Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

Plagiarism & the Internet

The internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

Warning!

There are an increasing number of websites that feature university assignments that students can access and download. Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties, including exclusion from the university. If you are tempted to do this, please remember that academics are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research - this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists. Remember, if you found the paper, so can your lecturer or tutor!

Resist the temptation to 'cut and paste' text directly from an electronic resource into your assignment. You should rewrite any information in your own words. When using the internet, cite the source of anything that you borrow, including material from web pages, email, and newsgroups. These materials are the words and ideas of people who deserve to be given credit. For referencing purposes, always make a note of the 'address' or URL of web pages and the date you accessed the material. If possible, print out the web pages.

How to Avoid Plagiarism

Be Aware of What Constitutes Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. Many students plagiarise unintentionally. Unintentional plagiarism can result from not knowing how to acknowledge or incorporate sources of information, or from careless note-taking or 'cutting and pasting' of electronic sources. Both intentional AND unintentional plagiarism are violations of UNSW regulations (and school tasks).

Plan Your Work

Plan ahead and begin writing your assignments well before they are due. Leaving work until the last minute doesn't give you enough time to read, digest, form your own ideas and write information in your own words. When students rush to meet a tight deadline, they are more likely to plagiarise unintentionally or succumb to the temptation to 'cut and paste' information directly from electronic resources.

Learn to How to Acknowledge Your Sources of Information

The Golden Rule: Make sure your assignments are referenced correctly.

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.

Why Reference?

Inaccurate references or, worse still, no references at all can be regarded as plagiarism. All university assignments must contain references; an unreferenced assignment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research. Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.

Referencing Methods

There are several different referencing methods. Short referencing guides for three commonly used styles listed below are available from The Learning Centre.

- The Oxford (footnote/bibliography) <http://www.lc.unsw.edu.au/onlib/refbib.html>
- The Harvard (in-text) method <http://www.lc.unsw.edu.au/onlib/ref.html>
- The APA (American Psychological Association) <https://student.unsw.edu.au/apa>

Commonwealth Style Guides for other referencing systems are available at many libraries and bookshops.

Follow the referencing style recommended by your faculty. Many faculties or schools within the University offer guides indicating how referencing should be done. Check with your lecturer or tutor about their preferred method.

Acknowledge ALL Your Sources

Academic books are not the only sources that require acknowledgement. ANY words, ideas or information taken from ANY source requires a reference.

What kind of information should I reference?

Reference when you are using words or ideas from:	No need to reference:
<ul style="list-style-type: none">• books and journal articles;• newspapers and magazines;• pamphlets or brochures;• films, documentaries, television programs or advertisements;• web pages or computer-based resources;• letters or emails;• personal interviews;• Lecturers or tutors (This isn't always necessary, but check with your lecturer or tutor about their preferences before you draw on their ideas).• Reference when you reprint any diagrams, illustrations, charts or pictures.	<ul style="list-style-type: none">• when you are writing your own observations or experiment results (for example, a report on a fieldtrip);• when you are writing about your own experiences (for example, a reflective journal);• when you are writing your own thoughts, comments or conclusions in an assignment;• when you are evaluating or offering your own analysis;• when you are using 'common knowledge' (facts that can be found in numerous places and are likely to be known by a lot of people) or folklore;• When you are using generally accepted facts or information (this will vary in different disciplines of study. If in doubt, ask your tutor).

Learn how to incorporate the work of others into your own work

In addition to knowing the rules for referencing your sources, and knowing what to reference, you also need to understand how to effectively integrate material in your writing. Knowing how to quote correctly from a source, and how to paraphrase and summarise the words and ideas of others can help you avoid plagiarism.

Writing in your own words: Summarising & Paraphrasing

You can integrate evidence/ source material into your assignments by summarising and paraphrasing. Summaries and paraphrases offer alternatives to using direct quotations.

- A summary is an overview of a source, condensing it to its most important ideas.
- A paraphrase is usually a short section of text. It retains the meaning but uses different words.

Summaries or paraphrase in your own words and sentence patterns. Follow with a reference. However, just changing one or two words does not make a paraphrase; you must digest the ideas, understand them, and write them in your own words and phrasing.

Why writing in 'your own words' is important

Expressing information or ideas in your own words (by paraphrasing or summarising) demonstrates that you have understood, absorbed, and interpreted information. It also helps you to develop your writing style. If your work is only made up from copied material you are likely to be penalised by your lecturers.

Use Quotations

A quotation is an exact reproduction of spoken or written words. When you want to reproduce someone's exact words in your work:

1. Present them between quotation marks and follow them with a citation.
2. Use quotation marks even when you borrow a phrase or a single, special word from another source.
3. Always include page numbers in your reference.

It can be helpful to introduce a quotation or paraphrase by using the author's name. This is known as Strong Author Referencing. For example, you can write, "According to White" followed by a quotation from White or your paraphrase or summary of White's ideas.

Learn to make effective notes from sources

Students often plagiarise unintentionally when they take 'word-for-word' notes from sources and then simply reproduce these in their assignments. To make sure that you don't accidentally plagiarise, take notes carefully. Develop a system to distinguish between what you have copied directly from a source, what you have noted in your own words, and your own comments about the material.

When you take notes from a source of information, use the split-page method: Divide your page into 3 columns.

- Write the notes from a source in the first column
- Record the page number(s) in the second column

- The third column is where you write your comments, questions or ideas about the information. This allows you to distinguish between your ideas and the author's.

Example: Page Layout for Notetaking

Bibliographic Details of the source		
Your notes from the source	Page no.	Your comments, questions or ideas about the information

Before you begin to take notes, record the bibliographic information for the source at the top of the page. Carefully note which source the material comes from and all the information needed for referencing that source. You won't want to try to retrace your path to an Internet site or run back to the library the night before your paper is due just because you forgot to write down the necessary information the first time!

When taking notes from a source, try to write in your own words. Cover the original source, then relying on your memory, write a summary or paraphrase. Check your version with the original for accuracy and any phrases you may have accidentally reproduced. Put any unique words or phrases that you can't change into quotation marks. If you copy down the exact words from a source, make sure they are between quotation marks.

Use 'in-text' referencing in your notes. During note-taking, develop the habit of concluding each paragraph with the authors name and the page number between brackets. This will help you reference the information when you use it in an assignment.

References

Carroll, J., A Handbook for Deterring Plagiarism in Higher Education, 2002, Oxford Centre for Staff and Learning Development, Oxford.

Davis, U. C., University of Southern California, Avoiding Plagiarism: Mastering the Art of Scholarship

<http://sja.ucdavis.edu/avoid.htm> 25 October, 2001.

Northedge, A., The Good Study Guide, 1988, Open University Press, Milton Keynes. Purdue University Online Writing Lab, Avoiding Plagiarism

http://owl.english.purdue.edu/handouts/research/r_plagiar.html

Westphal, D., Plagiarism, St. Cloud State University, St. Cloud

<http://leo.stcloudstate.edu/research/plagiarism.html> 10 August, 2000.

2. Cheating

This is copying another student's work during an exam task or bringing material into an exam to aid in answering the paper. Students caught cheating will receive no marks for their work. Parents will be informed of the reason for this penalty.

Students are expected to work in such a way that their work is not obvious to another student. Students who allow another student to copy their work are given the same penalty as the person cheating.

3. Disruption to Exams and Assessment Tasks

Students are expected to work on their task or exam in such a way that the learning of others is not disrupted. Actions such as – making noises, tapping pens, asking to leave the exam room and talking are examples of inappropriate behaviour. Such actions are likely to result in a zero grade for the task due to malpractice.

4. Honesty in the HSC Assessment

The Standard

This standard sets out NESA's requirements for students submitting their own work in HSC assessments.

Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.

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

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- [Rules and Procedures Guide](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes) -
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>
- [HSC: All My Own Work Program](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work)
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

What Constitutes Malpractice

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

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

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

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

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

APPENDIX 2: MISADVENTURE FORM

APPENDIX 2: MISADVENTURE FORM

This form is also available from the classroom teacher.



Wadalba Community School

Illness/Misadventure/Extension Form

Assessment Task:			
Student's name:		Date:	
Subject:		Class Teacher:	
Type of Task:		Date Scheduled:	

tick	Reasons for Application:
<input type="radio"/>	Late to class day of an Assessment Task
<input type="radio"/>	Other commitment on day of an Assessment Task <i>(submit at least one week before)</i>
<input type="radio"/>	Extension due to illness or exceptional circumstances <i>(submit at least one week before)</i>
<input type="radio"/>	Absent from Assessment Task, or absent when an Assessment Task is due because of illness or exceptional circumstances <i>(submit first day back)</i>

Reason for failure to meet requirements: <i>(with supporting evidence attached)</i>	
Upheld: <input type="radio"/>	Declined: <input type="radio"/>

Student Signature:		Date:	
Parent Signature:		Date:	

Head Teacher Recommendation:

Wadalba Community School



Illness/Misadventure/Extension Form *(continued)*

Refer to Assessment Appeal Panel	YES <input type="radio"/> <i>tick</i>	NO <input type="radio"/> <i>tick</i>
Student Request for an Appeal/Review	YES <input type="radio"/> <i>tick</i>	NO <input type="radio"/> <i>tick</i>

Signature:		Date:	
Class Teacher's Signature:		Date:	

Appeal Panel Decision:

Authorisation:	
Principal/Deputy Principal:	
NESA Contact:	
Year Advisor:	
Head Teacher:	



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