



**ST PAUL'S CATHOLIC COLLEGE**  
**2024 HSC**  
**ACADEMIC GUIDE**  
Assessment Policy & Procedures

*Vivere Christus Est ~ To live is Christ*



Dear Year 12 Students, Parents & Guardians,

Welcome to the 2024 Higher School Certificate (HSC) Course. I hope that the year ahead is one that is both challenging and rewarding for all students. We are very proud of our senior academic program here at St Paul's - one that embraces contemporary teaching and learning practices. All our students enjoy excellent relationships with teachers and support staff as they work together towards attainment of the HSC and there are many opportunities for students to realise their full potential as members of this community. I encourage all students to be active participants in the many facets of school life.

The HSC Academic Guide is designed to assist students in managing the requirements of the HSC assessment process. The NSW Educational Standards Authority (NESA) has a number of rules that must be adhered to if a student is to receive their Higher School Certificate – and these are contained within this guide including information relating to Appeals, Absence, Illness and Misadventure.

Further to this, the Guide contains details of assessment tasks for each subject and details of the personnel that are responsible for the academic and wellbeing needs of all students. Please contact these staff members if you have questions or concerns – we believe that strong communication between students, parents and teachers is essential to both the wellbeing and academic success of our students.

I hope this year will continue to develop the already strong and successful partnership we have with you and your child. We look forward to the year ahead as we seek to help shape very fine young men and women who leave St Paul's with purpose and commitment. Our HSC Program has been established with great strength and confidence, which can only provide great reassurance for all commencing this exciting year.

With my very best wishes.

Yours sincerely,

Mr Nicholas Wickham  
Principal



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# HSC Academic Guide 2023- 2024

Stage 6 subjects have their course content divided into two parts - the Year 11 Course and the Year 12 Course. Year 11 courses at this school are conducted from the beginning of Year 11 until the early weeks of Term 4 when students transition to year 12 courses.

Both Year 11 and Year 12 courses have a **continuous** assessment program, using a range of tasks.

The purpose of the Academic Guide is to provide students and their families an overview of the assessment requirements for students' pattern of study throughout the Year 12 courses. The information below also outlines answers to some frequently asked questions regarding Stage 6 assessment.

The information in this booklet reflects the assessment requirements as determined by the NSW Education Standards Authority (NESA). This information is available on the NESA website found at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

## 1.0 What is a School Assessment?

A School Assessment is used by the school to generate a grade and/or mark comparing a student's performance on School Assessment Tasks with that of all other students in the school doing the same course, in relation to a set of course outcomes and course standard descriptors. Separate assessment programs operate throughout the Year 11 and Year 12 Courses.

Refer to **ACE Manual 8069 Higher School Certificate school-based** (<https://ace.nesa.nsw.edu.au/ace-8069>)

## 1.1 Formative & Summative Assessment:

NESA distinguishes between formal assessment tasks and informal assessment tasks. Each type of task can contribute to a student's overall grade or rank throughout Stage 6. **Informal assessment** is also known as formative assessment and is used throughout the teaching and learning cycle to inform students and teachers on how learning is progressing. Feedback is an essential part of effective formative assessment practice. Feedback can take the form of teacher provided feedback, student self-reflection or peer feedback. Effective feedback provides the learner with an understanding of their next steps in learning.

Formal assessment is also known as summative assessment and is used to provide information to the student and the teacher on how well a student has acquired knowledge and understanding at the end of the teaching and learning cycle. While feedback may be provided on summative assessment, it is not as effective as the feedback provided with formative assessment. The outline of the summative tasks are provided in this Academic Guide.

From this point onwards the term **Assessment will refer to summative assessment** unless otherwise specified.

## **1.2 Why have Assessment Tasks?**

It is not possible or desirable to assess everything that a student does in a course in a single examination. A School Assessment will allow a student to be given credit for their performance in diverse areas such as oral presentations, practical tasks and inquiry-based projects, as well as basing overall results on assessment tasks completed throughout the whole course, rather than just on one examination at the end of the course.

## **1.3 Why is Assessment important?**

There are several reasons:

- a. Assessment tasks for the Year 11 Course are used to determine whether the course has been satisfactorily completed. Only if a Year 11 Course has been satisfactorily completed can a student proceed to the Year 12 Course.
- b. All assessment tasks in the Year 12 HSC Course count towards the final HSC Assessment Marks forwarded to the NSW Education Standards Authority (NESA). The student's moderated Assessment Mark in each NESA Developed course will be reported on their Higher School Certificate.
- c. If a student is unable to sit an HSC Examination due to illness or misadventure the student's Assessment Mark in that course becomes extremely important in determining their final mark in that course.
- d. The marks used in calculating a student's ATAR are based on the average of their moderated Assessment Mark and the Examination Mark for each HSC course. Thus, the moderated Assessment Marks make up 50% of the marks used as the starting point in calculating a student's ATAR. Clearly, it makes good sense for a student to aim for their personal best in every assessment task.

**For further information regarding assessment, please see NESA Principles of Assessment:**  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/principles-of-assessment>

**For information regarding the difference between the HSC and the ATAR please see the following link published by the Universities Admission Centre:**  
<https://www.uac.edu.au/media-centre/news/hsc-and-atar-whats-the-difference>

## 2.0 Satisfactory Completion of a Course & Responsibilities of Students

Students are required to both understand and comply with the Stage 6 Assessment Policy outlined in the Academic Guide. A consistent approach to developing knowledge and understanding is necessary for students to experience success in their Stage 6 studies. This requires a partnership between students, teachers and families in encouraging and developing effective patterns of learning.

The following course completion criteria refer to both Year 11 and Year 12 Courses.

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

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

While NESAs do not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate students' absences to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or guardian **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) will be sent to the student and their parents/carers. Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination.

This information is taken from ACE Manual 8019 Satisfactory completion of a Preliminary or Higher School Certificate course: course completion criteria

<https://ace.nesa.nsw.edu.au/ace-8019>

A Stage 6 student studying for the HSC at St Paul's Catholic College must:

- satisfactorily complete courses totalling at least 12 Units of Year 11 Courses and 10 Units of HSC Courses which satisfy NESAs' pattern of study requirements;
- make a genuine effort to complete course requirements;
- make a genuine attempt at assessment tasks, in courses where internal assessment marks are submitted, which contribute **in excess of 50%** of the available marks;
- make, in competency-based courses, a genuine attempt to complete the course;
- in subjects that have a requisite examination, sit for and make a genuine attempt at the Examination.
- meet the Diocesan requirement of studying either Catholic Studies or Studies of Religion

The information regarding the five dot points above is taken from ACE Manual 8073 Internal assessment overview: <https://ace.nesa.nsw.edu.au/ace-8073>



## 2.1 How will my Assessment Mark be determined?

NESA has provided guidelines for every Stage 6 Course and these have been distributed to every school in NSW. Teachers use these guidelines to develop an Assessment Program for each course offered. Every school will follow the components and weightings contained in the NESA guidelines, although schools will differ in how they assess the components. **Students must note, that in the extreme case of illness or misadventure, the work a student has produced through formative assessment can be used by teachers to make an on balanced judgement of student performance against the standards.**

## 2.2 What information do I have to know?

Each school has the responsibility to tell the student the following information:

- **how many tasks will be assessed**
- **what outcomes of the course will be assessed**
- **how they will be assessed**
- **the relative components and weightings**
- **when they are going to be assessed**

This information will be passed on to students via a **Subject Assessment Schedule** which is included in this handbook. Students are also informed of assessments through a formal assessment notification and through the College calendar. Students can expect at least two weeks' notice of the due date for formal assessment tasks. In cases of unavoidable re-scheduling (eg excursions postponed due to weather conditions) all care will be taken to ensure students are aware of changes to dates for assessment. **Notification of any changes in date will be provide to students and parents/carers in writing.**

**This information is found in ACE Manual 8072: HSC school-based assessment programs**  
<https://ace.nesa.nsw.edu.au/ace-8072>

## 2.3 How do I know how I am progressing in my Assessment?

The College will notify students of how they are progressing in their assessment tasks.

Each Stage 6 school report will indicate a student's Assessment Cumulative Rank (ACR) in each course, i.e. their overall position in that course up to that time. This means that the ranks indicated on the final school report for the HSC year are the ones a student will receive officially from NESA at the end of the HSC examinations.

**School reports are issued in Term 2 and at the conclusion of the Year 12 course in Term 3.**

## 2.4 How many Assessment Tasks will be used to assess student achievement?

NESA caps the **maximum number of summative assessment tasks to three in Year 11 and four summative assessments in Year 12. Only one formal written examination task is permitted per course**, with a maximum weighting of 30%, for each Year 12 course. No task is to have a maximum weighting of greater than 40%.

NESA also distinguishes between **tests and examinations**. Tests are used to assess student understanding of a limited range of outcomes from the same topic or module. Examinations assess





student understanding of a greater range of outcomes and require students to apply their knowledge and understanding to unfamiliar situations.

Refer to NESA Formal Assessment – task types for further information  
(<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice/formal-assessment>)

## 2.5 The Distribution and Handing in of Tasks

All tasks will be issued to students through Compass and hardcopy in class. If a student is absent on the day a task is issued it is their responsibility to ensure they contact their teacher to confirm the details of the task.

When **a task is submitted** this must be done either at the **Student Reception** using the **Submissions Box** (if specified by the teacher) or **handed in at a specified classroom**.

**Tasks must be handed in before 8:45am on the due date.**

Note that the time of submission is not the appropriate time for seeking extensions of time or offering explanations – the student must see the Leader of Learning in these cases.

If the classroom teacher is absent on the due date or there is no scheduled class, then a student should submit the task to the Student Reception using the **Submissions Box**, where a school stamp will be issued detailing date and time of submission. Without this, there is no validity in the submission.

## 3.0 Procedures for the Completion of Assessment Tasks

### 3.1 Requirements For The Completion the Assessment Tasks

It is important to note that the school policy adheres to the NESA requirement that all assessment tasks **must** be submitted regardless of penalties to fulfil NESA expectations. Students who fail to submit tasks will be required to attend school after hours to complete outstanding assessment work. Furthermore, NESA highlights that failure to meet the course criteria in Year 11 Courses may put progression into Year 12 Courses in jeopardy.

Refer to **ACE Manual 8019: Satisfactory completion of a Preliminary or Higher School Certificate course** <https://ace.nesa.nsw.edu.au/ace-8019>

For students in Stage 6 who fail to make a valid attempt at assessment tasks that contribute in excess of 50% of the available marks in that course, NESA specifies that the Principal must certify that the course has not been studied satisfactorily and neither the Grade in the case of Year 11, Examination Mark nor the Assessment Mark in the case of Year 12 will be recorded on the HSC. If as a result of this the student has fewer than 10 units, he/she will become ineligible for the award of the HSC.

If it appears that a student is at risk of not satisfying NESA's requirements in a particular course, the Principal will issue the student and parents/carers an Official Warning in time for the problem to be corrected.

### 3.2 Late Submission of Assessment Tasks

A short extension of time may be granted for valid reasons, if applied for using the **AIM Form** and submitting this to the Leader of Learning **at least three (3) working days** before the due date. If the reasons are not valid, the request will be denied, and punctual submission will be requested to avoid a penalty. Students are expected to submit an assessment even if it is partially completed. Consideration is given for that portion of a task which may be complete, provided it is submitted by the due date.

**If a student fails to complete a task on time they must:**

- Inform their teacher or Leader of Learning.
- Present evidence that they have valid reasons for the non-completion.
- Submit the work that has been done up to the due date.

Students who fail to submit a task on time, will receive zero for that task. If a student has a valid reason for submitting the task late, they must complete an AIM form as outlined in the sections following.

### 3.3 What if I think my performance in a task could have been affected by Illness or Misadventure?

Whenever possible, it is advisable for students to attempt the task. They should advise the supervisor of the task of the absence, illness or misadventure prior to the assessment and then complete and submit an AIM form immediately after the task. While the task will be marked as normal, appeal will then be considered before final results are provided.

Students who become so ill **during a task** that they feel their performance will be adversely affected **should advise the supervisor of the task as soon as this circumstance arises**, so that a record can be taken for later action. The supervisor will bring the matter to the attention of the relevant Leader of Learning who will then decide on the appropriate course of action and notify the student of the

procedure to follow. Students who fall ill must follow the guidelines provided in the following sections outlining '**Absence From A Task**' and obtain a medical certificate and complete and AIM Form.

Students who experience some misadventure (e.g. car accident on the way to an exam), or who are aware of some circumstance (e.g. injury to writing hand) that will adversely affect their performance, are to inform the relevant Leader of Pedagogy upon arrival at the school to enable appropriate action to be taken.

### 3.4 Eligibility for Illness and Misadventure Applications

In summary, procedures for students in Stage 6 related to appeals will reflect the expectations of NESAs.

Therefore:

- Students may lodge an AIM Form if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their performance in the Summative Assessment Task;
- Student's application for appeal related to submitted assessment tasks will NOT be considered as the student will have had sufficient notice to complete the task;
- Students are responsible for submitting the AIM Form to the Leader of Learning, except in circumstances where this is not possible due to severe illness;
- **A student must submit their appeal within three days of the due date of the task or, if they are still absent after the three days of the due date of the task, their FIRST school day of attendance with appropriate supporting evidence;**
- If a student's circumstances prior to a task are such they believe they will be applying for appeal after the task, the student needs to advise the supervising teacher prior to the commencement of the task;
- **A student CANNOT make an appeal on the basis of:**
  - Difficulties in preparation or loss of time preparation time; for example, as a result of an earlier illness
  - Alleged deficiencies in teaching
  - Loss of study time or access to facilities
  - Long-term illness, such as glandular fever, unless the student has suffered a flare-up of the condition immediately prior or during the task – A Medical Certificate would be required to support the reoccurrence of the illness
  - The same grounds for which a student usually receives disability provisions, unless the student experiences additional unrelated difficulties during the task.
  - Misreading the Assessment Schedule / Examination Timetable
  - Misreading the Assessment / Examination instructions
  - Other commitments, such as participation in entertainment, work, VET Work Placement or sporting events or attendance at examinations conducted by other education organisations.
  - Technology failure – this in itself is NOT a valid reason for failure to submit a summative assessment task on time.

#### Further unacceptable grounds for appeal

The application process does NOT cover:

- attendance at a sporting or cultural event, or family holiday;
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities;
- disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs during the examination (eg 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 presiding officer;



- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during the examination(s); matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

**Note that in all cases of assessment tasks being late, being incomplete or being missed, the responsibility of informing the Leader of Learning and presenting a case against the awarding of a zero mark rests with the student.**

### 3.5 Unknown Absence Due to Illness and/or Misadventure

**ACTION:** In each case outlined below, the student must complete an **AIM form** and obtain the correct supporting documentation to validate the reason for absence from a task.

If a student is absent from a task, **it is essential that they:**

- inform the relevant Leader of Learning by contacting the School Office on the day of the absences as early as possible either by email to [admin@brg.catholic.edu.au](mailto:admin@brg.catholic.edu.au) or phone 4958 6711.
- present **clear evidence** to the Leader of Learning that the **absence was legitimate on the first day they return to school**. In the case of sickness, a **Medical Certificate** from a registered medical practitioner is required. Under the Fair Work Act (2009), a pharmacist can issue personal leave and medical leave certificates. Medical Certificates can also be obtained from registered medical practitioners such as dentists and registered psychologists (refer to [Medical Practitioner Definition - Australia](#)). **See note below regarding Medical Certificates.** If the Leader of Learning is unavailable a student should report to their teacher, Year 12 Leader of Wellbeing and Engagement or the Assistant Principal Teaching & Learning.
- **are prepared to complete the assessment on the first day they return to school.**
- **collect an Absence, Illness and Misadventure (AIM) Form from Student Reception** (or download from the College Website) and **submit it to the Leader of Learning the day they return to school** so that a decision can be made regarding the course of action to be followed.

**NOTE:** Notifications for submission-style tasks indicate the **final date by which the work must be received by the teacher**. Absence on this final date is **NOT** a valid reason for late submission even with a medical certificate. (i.e students are responsible to ensure their work is at school even if they are absent)

### 3.6 Medical Certificates

Students and parent/carers are to be aware of the following expectations regarding medical certificates:

- The registered medical practitioner must sight the illness on or prior to the day of the assessment task or the date the assessment task is due;
- The medical certificate must cover the full period of illness;
- The medical practitioner providing the medical certificate must not be a family member;

- Ideally the medical certificate will state, where possible, the relevant illness / condition and how this has had a negative impact on the student's performance (as with appeals for the HSC examinations);
- If a student is absent on and after the due date of the assessment task, the medical certificate must indicate the day the student is fit to return to school;
- **Failure to follow any of these procedures could result in a zero mark being awarded.**

**Please Note:** The school will then establish if the student was absent for a valid reason. If the school considers that the absence was **not** for a valid reason, **the student will receive a zero mark for the task.**

If the reason for the absence is valid then the school will decide on one of the following courses of action.

- The student may be required to complete the missed task or a substitute task as soon as possible at a time decided by the Leader of Learning;

**or**

- The student may be given an estimate for the missed task in exceptional circumstances. This estimate will be **finalised by the Assistant Principal Teaching and Learning**, at the completion of the course based on the student's performance in other completed tasks.

In the case of absence from an examination during the Formal Examination period **ALL** of the rules and procedures above still apply.

### 3.7 Known Absence On The Due Date of An Assessment

**ACTION:** In each case outlined below, the student must complete an **AIM form and obtain the correct supporting documentation to validate the reason for absence from a task.**

#### 3.7.1 Known Absence Outside School Commitments (eg: family leave; medical appointment):

In circumstances where students need to attend a scheduled medical appointment (eg: Paediatrician Appointment or Orthodontist Appointment etc) and this appointment coincides with an assessment task, an application for extension must be lodged by the student through the AIM Form at least three days before the task is due. A medical certificate will also need to be submitted on the next school day after the appointment.

In the situations of appointment, the student may complete the task prior to attending the scheduled appointment in negotiation with the Leader of Learning. In this instance the student will be expected to complete a Declaration of Non-Disclosure of Assessment Details where they agree to **NOT** share any details related to the task with any peers until all students have completed the task. The declaration will be completed before the task is attempted.

If a student is aware that they will be absent from an upcoming assessment task due to Family Leave (eg Family Holiday) it is expected that the Principal will be notified in writing/email prior to the proposed absence as per Diocesan Policy. Alternative arrangements to complete the course requirements will then be made.

Students who miss more than one assessment task in a particular subject area may be asked by the Leader of Learning to attend a parental interview to discuss the implications. Students are reminded that, in accordance with directions from NESAs, they will be deemed **unsatisfactory** in a given subject if they fail to make a valid attempt at assessment tasks that contribute in excess of 50% of the available marks in that subject. In cases where the task is a Submitted Assessment Task and the Assessment Task Notification has been issued at least TEN school days prior to the due date of the task, a student will generally not be granted an extension.

### **3.7.2 Known Absence Due to School Commitments (eg: school representation in sporting or cultural events):**

Students representing the school in an extra-curricular activity or participating in an internal school-based activity are required to follow the procedure outlined below:

- The student must submit a completed AIM Form to Student Services at least THREE school days prior to the due date of the Assessment Task;
- In situations where the task is a Submitted Task and the Assessment Task Notification has been issued at least TEN school days prior to the due date of the task, a student will generally not be granted an extension;
- **The missed Assessment Task must be completed immediately upon return to school or submitted to Student Services no later than 8:45 am;**
- If possible, the student may complete the task prior to the leave. In this instance the student will be expected to complete a Declaration of Non-Disclosure of Assessment Details, where they agree to NOT share any details related to the task with any peers until all students have completed the task. The declaration will be completed at the conclusion of the task;
- Students with a demonstrated pattern of non-compliance (e.g., two occasions) with respect to submitting the AIM Form three days prior to the due date of the Assessment Task will place future opportunities to represent the school in doubt.
- If an acceptable absence occurs during the period of an extended time for Assessment Tasks (e.g., practical project or large research assignment) an extension of the due date can be applied. However, students should not assume that an extension will be granted. If an extension of time is granted the time could be of a pro-rata nature. For example, THREE school days illness may warrant THREE school days extension.

## **3.8 Changes to Assessment Tasks**

In some cases, it is necessary to change the nature or timing of a task. In this situation, students will be notified in writing and updated Assessment Schedules and Assessment Tasks will be made available on the College website and on Compass Course Learning Tasks.

## **3.9 Long-term illness or problems at home**

NESA's general guidelines state that the School Assessment cannot compensate for factors such as those which operate throughout the course. (e.g. long-term illness, change in domestic circumstances). However, with regard to particular tasks, the grounds for illness or misadventure appeal and the evidence required, will be the same as those outlined for the HSC examination. Likewise, where appropriate, disability provisions as outlined in the **NESA ACE MANUAL** will apply during the performance of assessment tasks, especially where these take the form of a written examination.

Relevant information regarding the legitimate grounds for appeal for the HSC examination are found in ACE Manual I 1004: <https://ace.nesa.nsw.edu.au/ace-I 1004> These guidelines also apply to school-based assessment.



### 3.10 Role of the Appeals Panel

In the case of appeal, a student's application, lodged through the AIM Form process, will be heard by the Appeals Panel. An appeals panel that comprises the Assistant Principal – Teaching & Learning, representative from the Leaders of Learning, Leader of Wellbeing and Engagement and a class teacher. For applications which do not meet a straightforward application for appeal (eg: in the case of legitimate illness) the panel will consider the grounds for appeal and make a determination of the outcome of the appeal.

### 3.11 What if I disagree with the Teacher's Assessment?

If a student is concerned about the mark, the student **MUST** discuss their concerns with the subject teacher as the assessment is returned. If the student is still not satisfied, they will need to pursue the matter with the relevant Leader of Learning. The final decision will be made by the Assessment Committee however, the **mark awarded cannot be appealed against** (see Review of Senior Assessment following for more details).

### 3.12 Review of Assessment

Details of review procedures are the responsibility of individual schools. NESA's recommended procedures to be employed within schools are outlined below.

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices provided to students and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course, may seek a school review.

**Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process.** Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an assessment review it is necessary for the school to ascertain whether:

- a. the **weightings** specified by the school in its assessment program conform to NESA's requirements as detailed in the syllabus packages;
- b. the **procedures** used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program;
- c. there are no **computational or other clerical errors** in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.



The school must return to NESA an Assessment Review Schedule detailing all reviews sought by students from their school by the date shown in the Higher School Certificate Events Timetable.

Should a review on the above procedural areas be requested, a student is required to put in writing within seven days of receiving an assessment outcome, his/her appeal. This appeal will be forwarded to the relevant Appeals Panel who will consider the grounds for appeal and make a determination of the outcome of the appeal.

The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal.

**This information is outlined in ACE Manual 11014 Guidelines for student appeals against assessment rankings in HSC courses: <https://ace.nesa.nsw.edu.au/ace-11014>.**

**Appeals to NESA:** Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment marks. Should this means of appeal be sought, a student is reminded it only relates to procedural matters and does not relate to marks awarded.

**A Student's evidence on appeal.** Relevant evidence might include information about:

- a. the school's stated assessment program;
- b. the assessment program as actually implemented;
- c. feedback given to the student about his or her performance in assessment tasks;
- d. the adequacy of the procedures used in the school review;
- e. the propriety with which it was conducted.

Students are not to submit assessment tasks or claims about the marking of assessment tasks, as these are not subject to review or appeal.



## 4.0 Independent Students

An Independent student is defined as one living away from the parental home without financial or other support from the parents/guardians. Such students are totally responsible for ensuring that they comply with all aspects of the College Assessment Policy. For example, in cases of missing an assessment task due to illness such students are responsible for obtaining and supplying the school with a medical certificate.

## 5.0 Will I be told my Final HSC Assessment Mark?

**The mark the school forwards to NESA in each HSC course remains confidential.** This is because the **Assessment Mark will be moderated by NESA and it may change.** Moderation is a process applied by NESA which a school's Assessment Marks in each course are adjusted according to the school's performance in that course in the HSC Examination. The student will have a final aligned Assessment Mark reported on their HSC. Even if the School's Assessment Mark does change either up or down after moderation, the student's rank order for the course will **NOT** change (i.e. 1st remains 1st, 2nd remains 2nd, and so on).

The College may give a student their marks on individual assessment tasks but be aware that the simple addition of these marks will not give the overall Assessment Mark - various weightings have to be applied.

## 6.0 Record of School Achievement (ROSA)

NESA issues the Record of School Achievement (ROSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The ROSA is a cumulative credential meaning it contains a student's record of academic achievement up until they leave school. This could be between the end of Year 10 and prior to completing Year 12. The ROSA is useful to students leaving school prior to completing Year 12 as they can use this to demonstrate to prospective employers or other learning institutions their achievement in a range of courses against the Common Grade Scale.

## 7.0 Eligibility for the HSC

To be eligible for the award of the Higher School Certificate, students must:

- have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed HSC: All My Own Work (or its equivalent)
- have demonstrated a minimum standard of literacy and numeracy (see ACE 4060)
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

**This information relates to ACE Manual 8004: Eligibility requirements for the Higher School Certificate** <https://ace.nesa.nsw.edu.au/ace-8004>

## 8.0 HSC Credentials: A Summary

The Higher School Certificate testamur

The HSC testamur is awarded to students who have fulfilled all eligibility requirements.

The Higher School Certificate Record of Achievement

An HSC Record of Achievement is issued to students who satisfactorily complete the requirements for the Higher School Certificate.

The Higher School Certificate Record of Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

Board Developed HSC courses

For Board Developed HSC courses, except Life Skills courses and VET courses, the HSC Record of Achievement shows an examination mark, assessment mark, HSC mark and performance band. For all Board Developed HSC courses the HSC Record of Achievement shows the course name and the year in which it was successfully completed.

(Note: the student's examination mark and assessment mark are averaged to create the HSC mark (rounded if necessary). It is the HSC mark that determines the performance band to which the student's result is allocated.)

For all Board Developed Preliminary courses (except Life Skills courses and VET courses) the HSC Record of Achievement shows the course, the year in which it was satisfactorily completed and the grade awarded.

VET Industry Curriculum Frameworks Courses

For students who undertake a VET Industry Curriculum Framework Course, the course is reported without a mark and with the notation Refer to Vocational Documentation.

The examination in a 240-hour VET Industry Curriculum Framework course is reported with a mark in the columns headed Examination Mark and HSC Mark. A performance band is also reported.

Board Endorsed Courses (including Content Endorsed Courses)

For Board Endorsed HSC courses, except VET courses and Life Skills courses, the HSC Record of Achievement shows a school assessment mark. For these courses, schools submit marks that are aligned to a generic performance scale.

For Board Endorsed Preliminary courses, except VET courses and Life Skills courses, the HSC Record of Achievement shows the grade awarded.

VET Board Endorsed Courses

The VET Board Endorsed Courses are reported without a mark.

Life Skills courses

Students who are undertaking one or more Life Skills courses for the Higher School Certificate receive an HSC Record of Achievement listing any Board Developed and Board Endorsed Courses satisfactorily completed, including Life Skills courses. The Life Skills courses are reported without a mark and with the notation 'Refer to Profile of Student Achievement'.

Credit transfer

Preliminary and HSC units of study for which credit transfer has been granted are reported on the HSC Record of Achievement as Credit Transfer, with the unit value.

Profile of Student Achievement



The Profile of Student Achievement reports on the achievement of syllabus outcomes by students undertaking Stage 6 Life Skills courses. Schools enter via Schools Online the outcomes achieved, either independently or with support, for each Life Skills course. Other Life Skills outcomes achieved from additional syllabuses may also be reported on the Profile of Student Achievement.

#### Vocational documentation

A Certificate is awarded to students in VET courses who have fulfilled the requirements of an Australian Qualifications Framework (AQF) VET qualification. A Transcript of Competencies Achieved listing all units of competency satisfactorily achieved accompanies the Certificate. Students who have achieved partial completion of an AQF VET qualification will receive a Statement of Attainment, which lists all units of competency achieved towards the qualification. These documents are issued by NESAs on behalf of the school system's Registered Training Organisations (RTOs). In the case of TAFE - delivered courses or courses delivered by a private provider (a non-systems RTO), the statement is issued by the TAFE or the RTO. The qualification is recognised within the AQF.

For further information see Section 10.0 and related components.

This information is taken from ACE Manual 8101: <https://ace.nesa.nsw.edu.au/ace-8101>

## 9.0 Student Responsibilities in Maintaining Copies of Their Work

Students have a responsibility to maintain electronic copies of their classwork and assessments throughout the duration of the Course. Computer or other electronic malfunction is not a valid reason for a task to be submitted late. Students must use OneDrive (or similar) to store their classwork and assessments.

Technology failure is not acceptable grounds for appeal and only in extenuating circumstances will an application for extension be granted.

## 10.0 Major Works & Submitted Projects

The following Year 12 courses at the College all require students to complete a Major Work or Submitted Project as part of their HSC course. Each course has specific requirements which MUST be adhered to and when the works can actually commence. Information from NESAs should be consulted to determine the actual requirements associated with each course.

The courses include:

- Industrial Technology
- Music
- Society and Culture
- Visual Arts
- Drama
- Extension History (HSC Only)
- English Extension II (HSC Only)
- Science Extension (HSC Only)

**This information is taken from the ACE Manual: ACE 8063**

<http://ace.nesa.nsw.edu.au/ace-8063>

### 10.1 Monitoring Major Works

Teachers of students Year 12 completing Major Works in the courses listed above will be required to complete a Record of Major Works Progress Report as required by NESAs. This review of individual student's progress will need to be completed a minimum of twice each term. The teacher

and student are to sign the report after each review. Once a teacher has completed each review they should discuss the progress of each individual student with the relevant Leader of Learning. In cases where there is a possible concern the Assistant Principal Teaching & Learning should be advised.

Depending on the nature of the concern some possible courses of actions could include:

- an interview with the student and their parents/carers
- issuing of an N Warning letter

If a student disagrees with the teacher's comments in the report they should communicate their concerns to the relevant Leader of Learning who will discuss the matter with both the student and teacher documenting the details of these conversations.

## 10.2 St Paul's Catholic College Major Works Expectations

Students in all stages are expected to be respectful of the following points when considering options for their Major Works:

- Catholic traditions, faith and ethos
- Values, culture, ethos and traditions of St Paul's Catholic College
- Personal / family circumstances of themselves or other community members

All students should discuss their intentions when developing ideas for their work with their teachers. In situations where the points identified above, could be comprised, the teacher should communicate in writing their concern with the Principal as a matter of urgency. Depending on the circumstances, the Principal may need to discuss the situation with the student and their family.

**Further information regarding Major Works can be found at ACE Manual 9016:  
Submitted works and practical projects <https://ace.nesa.nsw.edu.au/ace-9016>**

## 11.0 Attendance, Absence from School & Extensions

Where a student's attendance pattern may jeopardise the satisfactory completion of a Year 12 course, the reason for absence and its likely effect on the student's course progress should be established.

The Principal will consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantiated and that the progress of the student towards course outcomes will not be unduly affected. When leave is granted by the principal, such leave should not, of itself, jeopardise the student's eligibility for the HSC. While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met.



Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

**This information is taken from the ACE Manual 8021: Satisfactory completion of an HSC course: non-completion (N) determinations <https://ace.nesa.nsw.edu.au/ace-8021>**

Furthermore, the NSW Education Act (1990) Part 2 – 4 (b) states “the education of a child is primarily the responsibility of the child's parents (p.4).” This information is taken from the NSW Education Act (1990). <https://www.legislation.nsw.gov.au/inforce/fc4bcf6a-d005-68af-fa91-fd9a7d10cd09/1990-8.pdf>

In light of the attendance and absence advice from NESA and the NSW Education Act outlined above, the College has the following expectations:

- In the interest of Year 11 and 12 students achieving to their potential, extended leave of FIVE or more school days will NOT usually be approved by the Principal. In situations where leave may be required, families need to make an appointment with the Principal to discuss the circumstances. This appointment needs to occur at least TEN school days prior to the possible absence from school. Consistent with HSC expectations leave will NOT be granted for/during scheduled school examination periods. If after discussion with the Principal, indications are that leave will be granted, a written letter from the family will need to be forwarded to the Principal outlining the specific details.
- Extended leave of FIVE or more school days for Year 11 students will need to be applied for in writing at least TEN school days prior to the leave period. Ordinarily, Year 11 students should be discouraged from being away from school as studies in the Year 11 Courses lay the foundation for study in the HSC Course. Consistent with HSC expectations leave will NOT be granted for / during scheduled school examination periods.
- In general, families who are aware in advance that their child will be absent from school for a period of time need to apply in writing to the Principal identifying the dates of the leave and the reason. In cases where the leave is greater than TEN days approval for Extended Leave will be issued by the College.
- In situations where leave has been approved by the Principal it is the student and families' responsibility to discuss arrangements with respect to assessment tasks while the child is on leave. These discussions need to take place with the Assistant Principal Teaching & Learning. As outlined an AIM Form will need to be completed for all courses where there is an impact on assessment tasks.
- In situations, where leave has been approved it will be the responsibility of the student to complete work during the period of absence. The school is not compelled to provide work missed while the student is on leave.
- In instances where there is a pattern of absence from school of students in Years 7 – 11 without valid reasons, the College is required to communicate these concerns to the families. Failure to comply with the College's expectations regarding leave may result in a student being awarded a zero mark for the impacted assessment tasks.

## 12.0 Academic Integrity: All My Own Work

Stage 6 students, as well as their teachers and others who may guide them, are required to comply with NESA expectations of academic integrity.

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.

For examination-type tasks, the rules governing the HSC examination will be followed, namely cancellation of papers and the award of a zero mark (see Student Guide to the HSC).

With regard to extended tasks (practical work, projects, research essays, etc.) proven dishonesty may likewise result in the award of a zero mark. Students are warned that plagiarism will be viewed as dishonest appropriation of another's work and will attract a significant penalty. <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

**For the NESA rules outlining the consequences of academic malpractice, refer to ACE Manual 9022: Honesty in HSC assessment <https://ace.nesa.nsw.edu.au/ace-9022>**

In addition to this penalty, all incidents of malpractice will be registered with NESA. This register collects information on cases of malpractice, types of offence and the nature of the penalties applied.

Students must also take note of the guidelines for referencing included in this Academic Guide.

### 12.1 Maintaining Academic Integrity

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

**Refer to ACE Manual 9023: Honesty in HSC assessment: what constitutes malpractice**  
<https://ace.nesa.nsw.edu.au/ace-9023>

The College's delivery of the academic integrity modules at the end of Year 10 align with the HSC: All My Own Work program and is designed to help HSC students follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program has been developed in consultation with the NSW Government's Respect and Responsibility strategy and complements other approaches such as brochures for teachers, students and parents and strengthened student and teacher declarations for the HSC.

The criteria for satisfactory completion of the program are similar to the criteria for satisfactory completion of a Year 11 or 12 (HSC) course. A student is considered to have satisfactorily completed the program if, in the principal's view, there is sufficient evidence that the student has:

- systematically addressed the content covered by the program;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the program by the school;
- achieved some or all of the program outcomes.

As with decisions about satisfactory completion of a course, the professional judgement of principals and teachers is a key element in decisions about a student's satisfactory completion of the program. Principals are also able to deem that satisfactory completion has been demonstrated through equivalent programs.

## **12.2 Referencing Your Work**



### Why do we need to reference?

Referencing gives credit to, or acknowledges, the original source of ideas and work that is not the writer's own, and guides the reader to the original documents. Whenever you use information from somebody else, either by quoting them directly or putting the information into your own words (paraphrasing) you must acknowledge them. This is called referencing.

When we reference we follow a particular style. There are many ways to reference. In Stage 6, we use a simplified version of the APA (American Psychological Association) referencing style.

### Where do we reference?

Referencing the information source in the body of your writing is called in text referencing. The APA in text reference is in the format **(author, date)**. When directly quoting from a text you must include a page number in the citation as given in the examples below.

#### Referencing an idea

- It was not until large amounts of money were injected into the economy, after the entry of the United States into World War 2, that there was a dramatic drop in unemployment. (Mirams, 2015)

OR

- Mirams (2015) stated that it was not until large amounts of money were injected into the economy, after the entry of the United States into World War 2, that there was a dramatic drop in unemployment.

#### Referencing a quotation

- One researcher commented that during Prohibition the “federal government lost \$11 billion in tax revenue” (Mirams, 2015, p. 92).

### The Reference List

A reference list, a list of all the sources you have used, is included at the end of your work. This tells the reader exactly where you have found all your information.

Your reference list should be ordered alphabetically by author.

#### Book

Mirams, S. (2015). *The USA 1900 - 1945*. South Melbourne, Australia: Cengage Learning.

#### Webpage with an author

Palmer, D. (2018, June 6). *Gondwana Rainforest Types of Australia*. Retrieved from <https://www.bigvolcano.com.au/natural/rftypes.htm>

#### Webpage with no author

Rainforest news. (2018). Retrieved from [https://www.sciencedaily.com/news/earth\\_climate/rainforests/](https://www.sciencedaily.com/news/earth_climate/rainforests/)

**A detailed Stage 6 Referencing Guide is available from the library homepage and from the library. We are here to help you, so please ask us if you need assistance.**

**Refer to the following NESA advice on referencing:**

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





## 13.0 Disability Provisions

Disability provisions provide eligible students with practical support to allow them to access and participate in their learning including assessment tasks. These practical arrangements are designed to help students who couldn't otherwise make a reasonable attempt to demonstrate their knowledge of the assessment material. If provisions are granted they are solely determined by how the student's assessment performance is affected. Students' additional assessment needs may include learning, medical, vision or hearing difficulties.

Examples of provisions available include:

- braille or large-print papers
- use of a writer and/or reader
- use of an oral interpreter
- extension of test time
- rest breaks
- separate examination supervision and permission to take medication.

A student with a disability recognised in the Commonwealth Disability Standards for Education 2005. The definition of 'disability' in the Disability Discrimination Act 1992 (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological,
- learning disabilities
- physical disability
- the presence in the body of disease-causing organisms.

Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an assessment situation. Disability provisions also apply to temporary and emergency-related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

Under the Disability Discrimination Act, all schools must be sure that students with disabilities, including learning difficulties, are able to access and participate in education on the same basis as students without disability. St Paul's Catholic College will assess and accommodate individual students' disability provisions for assessment tasks. The Disability Standards for Education, issued under the Commonwealth Disabilities Discrimination Act, outline the obligations of education and training providers. These obligations can be accessed at

<https://www.legislation.gov.au/Details/F2005L00767>

The College disability provisions are applicable for all assessment tasks, including examinations. The College procedures aim to ensure:

- Consistent academic standards applied to all students;
- Any adjustments or access arrangements made must maintain the academic rigour of the assessment task and the integrity of the credential being studied;
- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students;



- The use of assistive technologies to complete assessment tasks be investigated where necessary as long as equal rigour and challenge are maintained;
- That there is an appeal process as part of the procedures.

### **13.1 Applying for Disability Provisions**

The College disability provisions are applicable for all assessment tasks, including examinations.

Established procedures aim to ensure:

- Consistent academic standards applied to all students;
- Any adjustments or access arrangements made must maintain the academic rigour of the assessment task and the integrity of the credential being studied;
- That there is an appeal process as part of the procedures.

Parents/Carers will make an application on behalf of their child to the Leader of Learning Support for disability provisions. Accompanying the application will be the following information:

- Identification of disability;
- Reports from registered medical practitioners;
- Vision or hearing test results;
- Other supporting documentation (eg: Mental Health Plans).

In the case of students who have been diagnosed with a mental health condition, the student will need to have a letter of diagnosis from the relevant medical professional. This diagnosis cannot be any older than twelve months. Furthermore, students with a mental health diagnosis should be receiving ongoing intervention / therapy from the relevant medical professional (eg: psychologist). In situations where the student has a Mental Health Plan this should be provided to the College. The Leader of Learning Support will determine if additional information is required (eg classroom observations etc) prior to presenting the application along with the supporting evidence.

## 14.0 VET COURSES AND ASSESSMENT

All VET courses are 2 units / 240 hours. VET courses are **competency based**. This requires students to develop the skills and knowledge described in each unit of competency. Students must demonstrate to a qualified assessor (The VET teacher) that they can effectively carry out the various tasks to a standard required in the appropriate industry.

The HSC course requirements for VET are defined by:

- the HSC indicative hours requirements of the course
- the HSC course structure
- mandatory work placement requirements (where applicable)
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

VET students will receive an **'N Award'** for failure to complete mandatory work placement in Year 11 and Year 12. If students are at risk of not obtaining competencies, they will be notified in writing of the risk of their eligibility to receive the full qualification. The requirement to complete work placement in a VET framework course is also stated in the student declaration on the Confirmation of Entry. This is to be signed by the student and retained by the school.

It is possible for the principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn noting that work placement must be completed to be eligible for the relevant credential.

**This information is taken from the ACE Manual 8028 Satisfactory completion of an HSC Vocational Educational Training (VET) course** <http://ace.nesa.nsw.edu.au/ace-8028>

The College keeps records of all competencies achieved and these are regularly updated by the VET Leader of Learning to NESA so that a Statement of Attainment can be generated at the end of the course or if the student leaves prior to the completion of the course. Assessment for VET courses is ongoing throughout the course and may consist of a combination of written and practical tasks or demonstrations.

All units of competency studied during both the Preliminary and HSC years will count towards the student's achievement of the Australian Qualifications Framework (AQF) Certificate, provided all units of Competency are achieved, or a Statement of Attainment if only some units of Competency are achieved.

### 14.1 VET HSC Examinations

HSC Examinations for VET Courses Students wishing to use achievement in their VET course for calculation towards an Australian Tertiary Admission Rank (ATAR) – where the subject is deemed eligible – can choose to undertake the written HSC Examination and will nominate this option during the HSC year.

VET Courses are competency based, therefore, no internal assessment mark is required for these courses. However, if students intend to sit for the HSC VET Examination an estimate mark, based on the Trial HSC Examination will be submitted to NESA.



The College requires all VET students to sit for the Trial Examination in the HSC year. All core and stream units of Competency covered during the Preliminary and HSC years will be assessed in the HSC examination. The written examination is independent of the competency-based assessment undertaken during the course. The mark achieved by students in the examination is used as the sole basis for determining the student's ATAR.

## 14.2 AQF Qualification Certification

Assessment for AQF Certifications is *competency based*. VET trainers will use a variety of assessment strategies to assess your competence.

Some forms of assessment will be ongoing and evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role-plays and simulations. The courses provide students with training, and then with the opportunity to be assessed against industry-determined standards.

To achieve a full qualification and be issued with a 'Certificate' a student must achieve the full set of units of competence as specified in the training package qualification packaging rules. If a qualification is only partly achieved, a 'Statement of Attainment' is issued for successful competencies. At a later date (within currency of the qualification), a student can undertake further training and be assessed against additional competencies until they have achieved all the competencies required for the full qualification.

Assessment for VET courses is **on-going** throughout the course and may consist of a combination of written and practical tasks or demonstrations. All units of competency studied during both Year 11 and Year 12 will count towards the students' **AQF Accreditation** provided all units of competency are achieved:

- Hospitality (Kitchen Operations) Certificate II
- Construction (Pathways) Certificate II
- **A Statement of Attainment** will be issued if only some units of competency are achieved. These will be awarded at the end of the HSC year.

## 14.3 VET Reporting

Students undertaking VET courses will be deemed **COMPETENT** or **NOT YET COMPETENT** for each unit studied, and this is recorded by the VET teacher, as well as in the **Vocational HSC Report** issued by the school.

## 14.4 'Competency'

For a student to be assessed as 'Competent' in a particular unit, the assessment tasks, whether written or practical, are required to be completed or demonstrated to a particular standard. If a student is assessed as being 'Not yet competent' in a particular UNIT, they will be required to **repeat** assessment tasks in the same format or in any other form until the VET teacher can determine achievement. In a written task this may mean, for example, that the student needs to achieve a certain percentage mark.

## 14.5 VET Schedule Higher School Certificate (HSC) Record of Achievement

Courses will be listed on the Higher School Certificate Record of Achievement, together with the **unit value of the course**.

No mark is listed for the achievement of competency. The Record of Achievement will refer to the relevant Australian Qualifications Framework (AQF) 'Certificate' and/or 'Statement of Attainment', which is issued separately. For students who undertake the written HSC examination, a scaled examination mark will be recorded on the HSC Record of Achievement.

## 14.6 Work Placement & Assessment

Part of the formal assessment for VET courses is **compulsory Work Placement**, 35 hours per year (total of 70 hours for the course). Because the student is absent from school during this time the **responsibility lies with the student to ensure all other assessment tasks due in other courses are completed, preferably before work placement**. The rules for absence / extension or misadventure apply to students who attend work placement. Career Links is responsible for finding placements for students or alternatively, students can organise their own through consultation with the teacher and VET Coordinator.

## 14.7 RPL (Recognition of Prior Learning)

If a student believes that they can satisfy the requirements of any course competency as a result of prior learning, practical experience or both, they may apply to be exempted from doing this unit of competency.

In order to gain exemption or be credited for a competency, the student must either:

- 1 Satisfy their VET teacher in a personal interview that they possess the required knowledge and / or
- 2 Present the recent certificate of attainment from an approved training institution, accredited to conduct such training
- 3 Successfully complete an assessment as determined by the VET teacher.

To apply for the granting of an exemption the student needs to ask their VET teacher or Co-ordinator for a '**Student RPL Application Form**'. When this has been completed it must be returned to your VET teacher, together with the appropriate documentary evidence. The VET teacher considers the request and advises the student of the outcome using the Assessor Report Form.

If RPL is given for a particular unit, then the student is required to study another unit of equivalent indicative hours in order to satisfy the requirements for the full 2 Unit credit towards the HSC.

Competencies involving OH&S will not be considered for RPL unless it is an accreditation for the Construction OH&S General Induction Course.

## 14.8 TAFE Students

Students enrolling in TAFE will need to liaise with the TAFE College concerned, regarding assessment requirements for the course. It is the student's responsibility to be aware of specific requirements for their courses.

It is the responsibility of students enrolled in TAFE courses to ensure they are meeting course requirements with their College based courses. If students are absent from the College due to TAFE commitments when an assessment task is schedule, it is their responsibility to follow the procedures outlined to maintain the integrity of the Stage 6 delivery of assessment.



## 15.0 Sample Letters and Forms



### ST PAUL'S CATHOLIC COLLEGE APPLICATION FOR EXTENSION / APPEAL

This form is to be completed by **students in Years 10 – 12** who require an extension on the due date of a task **OR** if the student was absent with a valid reason on the due date of the task and are appealing loss of marks. Absence may be because of illness; misadventure or other circumstances out of the student's control; application for approved leave.

Please indicate if this is an application for appeal or extension by placing a tick in the appropriate box:

Appeal (application after the due date)	<input type="radio"/>
Extension (application before the due date)	<input checked="" type="radio"/>

**STUDENT:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_  
**COURSE:** \_\_\_\_\_ **TASK NUMBER:** \_\_\_\_\_  
**TEACHER:** \_\_\_\_\_  
**DUE DATE OF TASK:** \_\_\_\_\_  SUBMISSION OR  IN-CLASS TASK

If the task is submitted late, how many days late: \_\_\_\_\_

**REASON FOR APPLICATION:**

**INDICATE THE SUPPORTING EVIDENCE INCLUDED WITH THIS APPLCIATION:**

- 1. Medical Certificate attached      YES       NO
- 2. Parental Note attached            YES       NO
- 3. Other supporting evidence attached    YES       NO

Once completed digitally, please print and sign below

**SIGNATURE OF STUDENT:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
**SIGNATURE OF PARENT/CARER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

PLEASE SUBMIT THIS FORM & ANY RELEVANT DOCUMENTATION via STUDENT RECEPTION

**ADMIN: - DATE RECEIVED:**



**Class Teacher and Leader of Learning to complete:**

**TEACHER COMMENT:**

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**TEACHER SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Has task been completed?  Yes  No

**LEADER OF LEARNING COMMENT:**

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**LEADER OF LEARNING SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**OFFICE USE ONLY**

**COMMENTS AND RECOMMENDATIONS OF THE ASSESSMENT COMMITTEE**

Appeal Upheld – task has been completed, no loss of marks	<input type="checkbox"/>
Appeal Upheld - revised date of task ..... no loss of marks	<input type="checkbox"/>
Appeal Upheld – alternate task to be completed	<input type="checkbox"/>
Appeal Declined	<input type="checkbox"/>
Extension Approved – revised due date .....	<input type="checkbox"/>
Extension Declined	<input type="checkbox"/>
Student, parent/carer, teacher notified of outcome: .....	<input type="checkbox"/>
Appeal upheld - result to be considered at end of Course	<input type="checkbox"/>

Appeal Committee Representative: \_\_\_\_\_ **DATE:** \_\_\_\_\_







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## Official Warning: Non-Completion of a HSC Course

Dear \_\_\_\_\_  
(Parent/Guardian)

Date \_\_\_\_\_

I am writing to advise that your son/daughter \_\_\_\_\_  
(name)

is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course  
\_\_\_\_\_  
(course)

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the \_\_\_\_\_  
(e.g. 1<sup>st</sup>, 4<sup>th</sup>) **official warning** we have issued concerning

\_\_\_\_\_  
(course name)

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

### Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, \_\_\_\_\_ has not satisfactorily met \_\_\_\_\_ of the Course  
(student name) (indicate a), b) or c)  
Completion Criteria\*.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for

\_\_\_\_\_  
(student name)

to satisfy Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed/achieved:

<b>Task Name/Course Requirement/Course Outcome</b>	<b>Date Task Initially Due (if applicable)</b>	<b>Action Required by Student</b>	<b>Date to be completed by (if applicable)</b>

**\* Course Completion Criteria**

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Please discuss this matter with \_\_\_\_\_ and contact the school if further information or clarification is needed.

(student name)

Yours sincerely

\_\_\_\_\_  
Class Teacher/Leader of Pedagogy

\_\_\_\_\_  
Principal

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*Please detach this section and return it to the school*

**Requirements for the satisfactory completion of a  
Higher School Certificate Course**

- ❖ I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ is in danger of not having satisfactorily completed \_\_\_\_\_ (course name).
- ❖ I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
- ❖ I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

Parent's/Guardian's signature \_\_\_\_\_

Date \_\_\_\_\_

Student's signature: \_\_\_\_\_

Date \_\_\_\_\_



## 16.0 NESA Glossary of Key Terms

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

## 13.0 College Organisation – Staff List

Principal  
Assistant Principal – Teaching & Learning  
Assistant Principal – Community & Wellbeing  
Ministry Coordinator  
Administration Coordinator

Mr Nicholas Wickham  
Mrs Emma Tierney  
Mrs Anne-Maree Shipman  
Mrs Renee Pola Kuras  
Mrs Anna Hennessy

### Student Coordinators

Year 7  
Year 8  
Year 9  
Year 10  
Year 11  
Year 12  
Student Coordinator-Support

Ms Elly Walker  
Mr Michael Eccleston  
Ms Kerrie-Lee Guest  
Mrs Tracey Evans  
Mr Joel Connell  
Mr Samuel Heagney  
Mrs Lauren Rieck

### Leaders of Pedagogy

Religious Studies  
English  
Mathematics  
Science  
Human Society and Its Environment  
Technological and Applied Studies  
Personal Development, Health and Physical Education  
Leader of Digital Innovation & Learning  
Creative Arts and Languages  
Careers/Vocational Education  
Pedagogical Mentor

Mr Robert Copas  
Mrs Libby Lucas  
Mrs Belinda Richardson  
Mrs Sarah Daniels  
Ms Melissa Chapman  
Mrs Alice Grant  
Mrs Blair Brownlee  
Mr Mark Newell  
Ms Cassie Burt  
Mr Craig McLoughlin  
Mrs Nicole Deed

Teacher Librarian

Mrs Kerri Beezley

Leader of Learning Support

Mrs Anne Marie Melocco

Sport Coordinator

Mrs Jodie Wooley

Principal's Secretary/Office Administrator

Mrs Maree Lawrie

Finance Officer

Mrs Erica Gale

School Counsellor (Monday, Tuesday, Wednesday)  
(Wednesday, Thursday)

Mrs Abbie Johnson

Pastoral Care Worker (Wednesday, Thursday)

Mrs Melissa Dobosz

Aboriginal Liaison Officer

Miss Astro Stewart

Technology Support Officers

Mr Graham Hancock/Mr Geoff Harborne

Canteen Supervisor

Mrs Carolyn Stanton



### **Students are to note:**

- The Assistant Principal Teaching & Learning reserves the right to approve any amendments to Assessment Schedules.
- Students will be informed in writing if there is an amendment to an Assessment Schedule.
- For each assessment task the Assessment Notification will appear on Compass at least 14 days prior to the due date of the task. Tasks will be located in 'Learning Tasks' on Compass and made visible to parents.
- Students are to ensure they meet due dates and are proactive in following the procedures outlined in the Academic Guide if they are unable to meet a deadline or attend school for a scheduled assessment.
- Students must retain copies of their work in the cloud-based storage (OneDrive) provided through the College.



## HSC Ancient History 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
<b>Personalities and their time</b>  <b>Historical Analysis</b>	<b>Historical Period</b> <b>Greek World</b> <b>500-440BC</b>  <b>Research and Hand in</b> <b>Essay Question</b>	<b>Athenian Society in the</b> <b>Time of Pericles</b>  <b>Research and short</b> <b>answers</b>	<b>Personalities and their</b> <b>time</b>  <b>Historical Analysis</b>	<b>Trial HSC Examination</b>	
	<b>Term 4 (2023)</b> <b>Week 8</b>	<b>Term 1</b> <b>Week 10</b>	<b>Term 2</b> <b>Week 7</b>	<b>Term 3</b> <b>Week 3-4</b>	
	<b>Outcomes Assessed</b> AH12-5 AH12-6 AH12-7 AH-10	<b>Outcomes Assessed</b> AH12-3 AH12-6 AH12-7 AH12-8 AH-12-9	<b>Outcomes Assessed</b> AH12-1 AH12-3 AH12-5 AH12-6 AH12-9	<b>Outcomes Assessed</b> AH12-2 Ah12-4 AH12-6 AH12-7 Ah12-8 AH12-9	
<b>Knowledge and understanding of course content</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>40</b>
<b>Historical skills in the analysis and evaluation of sources and interpretations</b>	<b>5</b>		<b>10</b>	<b>5</b>	<b>20</b>
<b>Historical Inquiry and Research</b>	<b>5</b>	<b>10</b>		<b>5</b>	<b>20</b>
<b>Communication of historical understanding in appropriate forms</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

# HSC Biology 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Depth Study _ Investigation	Working Scientifically Modelling task	Knowledge, skills and data analysis task	Trial HSC Examination	
	Term 4 (2023) Week 9	Term 1 Week 5	Term 2 Week 8	Term 3 Examination period	
	<b>Outcomes Assessed</b> BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 12-12	<b>Outcomes assessed</b> BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 12-12 BIO 12-13	<b>Outcomes Assessed</b> BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO11/12-7 BIO 12-13 BIO 12-14	<b>Outcomes Assessed</b> BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 12-12 BIO 12-13 BIO 12-14 BIO 12-15	
<b>Skills in working scientifically</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>60</b>
<b>Knowledge and understanding of course content</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>20</b>	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## HSC Business Studies 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Research Task – In-class response	Research Task – submission task	Stimulus based Task – in-class response	Trial HSC Examination	
	Term 4 (2023) Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3-4	
	Outcomes Assessed H1, H2, H3, H4, H5, H7	Outcomes Assessed H2, H3, H4, H6, H7, H8, H9	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills	5	5	5	5	20
Inquiry and research	10	5	5		20
Communication of business information, ideas and issues in appropriate forms	5		5	10	20
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>



# HSC Chemistry 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Equilibrium and acid reactions practical task</b>  Module 5	<b>Acids and bases Depth study</b>  Module 6	<b>Organic Chemistry and spectroscopy analysis</b>  Module 7/8	<b>Trial HSC Examination</b>  Modules 5,6,7 & 8	
	<b>Term 4 (2023) Week 9</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 3-4</b>	
	<b>Outcomes Assessed</b> CH11/12-3 CH11/12-5 CH11/12-6 CH12-12	<b>Outcomes Assessed</b> CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-7 CH12-13	<b>Outcomes Assessed</b> CH11/12-5 CH11/12-6 CH12-14 CH12-15	<b>Outcomes Assessed</b> CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Skills in working scientifically	<b>10</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>60</b>
Knowledge and understanding of course content	<b>10</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



*Note the Assistant Principal Teaching & Learning reserves the right to make changes to Assessment Schedules. Students will be informed in writing of any changes. The most recent copy of Assessment Schedules can be found on the College website.*

# HSC Community and Family Studies 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Research Methodology</b> Independent Research Project	<b>Groups in Context</b> In-class task	<b>Individuals and Work</b> In-class task	<b>Trial HSC Examination</b>	
	<b>Term 4 (2023)</b> <b>Week 10</b>	<b>Term 1</b> <b>Week 9</b>	<b>Term 2</b> <b>Week 7</b>	<b>Term 3</b> <b>Week 3-4</b>	
	<b>Outcomes Assessed</b> H4.1 H4.2	<b>Outcomes Assessed</b> H1.1 H2.2 H3.1 H5.1	<b>Outcomes Assessed</b> H2.2 H2.3 H3.3 H3.4 H5.2 H6.1 H6.2	<b>Outcomes Assessed</b> All	
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# HSC Construction - VET 2024

	Unit of Competency	Assessment	
<b>Term 4 (2023)</b>	<b>CPCCCA2002</b> – Use carpentry tools and equipment	Project – Saw Horse Observation – Use of carpentry tools and equipment Work Booklet – Carpentry tools and equipment	
		<b>CPCCOM1015</b> – Carry out measurements and calculations	Project – Saw Horse Topic Test – Basic Calculations Work Booklet – Measurement and Calculations
<b>Term 1</b>	<b>CPCCOM1012</b> – Work effectively and sustainably in the construction industry	Work Booklet – Work effectively and sustainably in the construction industry Observation – Group Work	
		<b>CPCCOM1015</b> – Carry out measurements and calculations	Topic Test – Basic Calculations Work Booklet – Measurement and Calculations
<b>Term 2</b>	<b>CPCCCM2004</b> – Construction material <b>CPCCVE1011</b> – Undertake a basic construction project	Project – Group construction project Work Booklet – Safe handling and selection of construction material	
<b>Term 3</b>	<b>CPCCBL2001</b> – Handle and prepare bricklaying and blocklaying materials	Observation – Selection and handling of materials Questioning – Bricklaying and Blocklaying materials Project – Wall Construction	
		<b>CPCCBL2002</b> – Use bricklaying and blocklaying tools and equipment	Observation – Selection and correct use of equipment/Brick Saw Work Booklet – Bricklaying and Blocklaying tools and equipment Project – Wall Construction

# HSC Drama 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Australian Drama</b>  Workshop Performance and Logbook Task	<b>Studies in Drama and Theatre</b>  Workshop Performance and Logbook Task	<b>Drama Presentation Evening</b> Group Performance and Individual Project Submission including ongoing logbook	<b>Trial Written Exam</b>  1.5 hour examination two essay responses required	
	<b>Distributed:</b> Term 1 Week 2 <b>Due:</b> Term 1 Week 6	<b>Distributed:</b> Term 2 Week 2 <b>Due:</b> Term 2 Week 8	<b>Term 3 Thursday Week 1</b> IP and GP Performance Evening	<b>Term 3 Weeks 3-4 Written</b> (Trial Examinations)	
	<b>Outcomes Assessed</b>  H2.1, H2.2, H2.3, H2.4, H2.5, H3.1, H3.2, H3.3, H3.4, H3.5	<b>Outcomes Assessed</b>  H2.1, H2.2, H2.3, H2.4, H2.5, H3.1, H3.2, H3.3, H3.4, H3.5	<b>Outcomes Assessed</b>  H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H2.4, H2.5	<b>Outcomes Assessed</b>  H3.1, H3.2, H3.3, H3.4, H3.5	
<b>Making</b>	<b>5</b>	<b>5</b>	<b>30</b>		<b>40</b>
<b>Performing</b>	<b>10</b>	<b>10</b>	<b>10</b>		<b>30</b>
<b>Critically Studying</b>	<b>10</b>	<b>10</b>		<b>10</b>	<b>30</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>40</b>	<b>10</b>	<b>100</b>

# HSC Earth and Environmental Science 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Data Analysis Earth's Processes	Depth Study Field Trip case study	Presentation Climate Science	Trial examination	
	Term 4 (2023) Week 8	Term 1 2024 Week 8 20 <sup>th</sup> March	Term 2 2024 Week 9 24 <sup>th</sup> June	Term 3 Week 3/4	
	Outcomes Assessed  EES 11/12-4 EES 11/12-5 EES11/12-6 EES 11/12-7 EES 12-12	Outcomes Assessed  EES 12 – 3 EES 12 – 5 EES 12 – 6 EES 12 – 7 EES 12 – 13	Outcomes Assessed  EES 12 – 1 EES 12 – 2 EES 12 – 3 EES 12 – 7 EES 12 – 14	Outcomes Assessed  EES 12 – 2 EES 12 – 5 EES 12 – 6 EES 12 – 7 EES 12 – 12 EES 12 – 13 EES 12 – 14 EES 12 – 15	
<b>Skills in working scientifically</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>60</b>
<b>Knowledge and understanding of course content</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>20</b>	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

# HSC Engineering Studies 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Civil Structures Report	Personal and Public Transport Report	In-Class Task	Trial HSC Examination	
	Term 4 (2023) Week 9	Term 1 Week 9	Term 2 Week 9	T.B.A	
	Outcomes Assessed H2.1, 3.1, 5.2, 6.2	Outcomes Assessed H1.1, 3.1, 4.1, 6.1	Outcomes Assessed H2.2, 3.2, 5.1	Outcomes Assessed H1.2, 3.1, 3.3, 4.2, 4.3	
Knowledge and understanding of course content	10	15	10	25	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	5	15	5	40
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# HSC English Advanced 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>HSC Style “Paper 1” Sections 1 and 2 (seen material)</b>  Common Module: Texts and Human Experiences	<b>Prepared response</b>  Module A: Textual Conversations	<b>Multimodal Presentation</b>  Mod C: Craft of Writing	<b>Trial Exam</b>  Common Module Mod A Module B: Critical Study Mod C	
	<b>Term 4 (2023) Week 10</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 4</b>	<b>Term 3 Weeks 3-4</b>	
	<b>Outcomes Assessed</b>  EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-8	<b>Outcomes Assessed</b>  EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8 EA12-9	<b>Outcomes Assessed</b>  EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-9	<b>Outcomes Assessed</b>  EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8	
<b>Knowledge and understanding of course content</b>	<b>15</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>



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## HSC English Extension 1 2024

Component	Task 1	Task 2	Task 3	Weighting %
	Creative & Critical responses  <b>Term 4 (2023) Week 10</b>	Creative & Critical response  <b>Term 2 Week 3</b>	Trial HSC Examination  <b>Term 3 Weeks 3-4</b>	
	<b>Outcomes Assessed</b>  EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	<b>Outcomes Assessed</b>  EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	<b>Outcomes Assessed</b>  EE12-1 EE12-2 EE12-3 EE12-4	
<b>Knowledge and understanding of texts and why they are valued</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>Skills in complex analysis, sustained composition and independent investigation</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



# HSC English Extension 2 2024

Component	Task 1	Task 2	Task 3	Weighting %
	Viva Voce  <b>Term 1 Week 3</b>	Literature Review  <b>Term 2 Week 3</b>	Critique of the Creative Process  <b>Term 3 Week 1</b>	
	<b>Outcomes Assessed</b>  EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	<b>Outcomes Assessed</b>  EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	<b>Outcomes Assessed</b>  EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	
<b>Knowledge and understanding of texts and why they are valued</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>Skills in complex analysis, sustained composition and independent investigation</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# HSC English Standard 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<p><b>HSC style “Paper 1” Sections 1 and 2 (seen material)</b></p> <p>Common Module: Texts and Human Experiences</p>	<p><b>Prepared Response</b></p> <p>Module A: Language, Identity and Culture</p>	<p><b>Multimodal Presentation</b></p> <p>Module C: Craft of Writing</p>	<p><b>Trial Exam</b></p> <p>Common Module Mod A Module B: Close Study of text Mod C</p>	
	<b>Term 4 (2023) Week 10</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 4</b>	<b>Term 3 Weeks 3-4</b>	
	<p><b>Outcomes Assessed</b> EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8 EN12-9</p>	<p><b>Outcomes Assessed</b> EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8 EN12-9</p>	<p><b>Outcomes Assessed</b> EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8 EN12-9</p>	<p><b>Outcomes Assessed</b> EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8</p>	
<b>Knowledge and understanding of course content</b>	<b>15</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

# HSC English Studies 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Common Module: Texts and Human Experiences	Module 2: Part of the family – English and family life	Module 3: The big screen – English in film-making	Common Module: Texts and Human Experiences  Module 2: Part of the family – English and family life  Module 3: The big screen – English in film making  Module 4: On the road – English and the experience of travel	
	<b>Term 4 (2023) Week 10</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9-10</b>	<b>Term 3 Week 6</b>	
	<b>Outcomes Assessed</b> ES12-1 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9	<b>Outcomes Assessed</b> ES12-1 ES12-2 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9	<b>Outcomes Assessed</b> ES12-1 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9	<b>Outcomes Assessed</b> ES12-1 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9 ES12-10	
<b>Knowledge and understanding of course content</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• <b>Comprehending texts</b></li> <li>• <b>Communicating ideas</b></li> <li>• <b>Using language accurately, appropriately and effectively</b></li> </ul>	<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

# HSC Exploring Early Childhood 1 Unit 2024

Component	Task 1	Task 2	Task 3	Weighting%
	<b>Starting School</b>  Research Project/Case Study	<b>Children’s Services and Children of Aboriginal &amp; Torres Strait Islander Communities</b>  Written Report	<b>Children’s Literature</b>  Creating a Children’s Book	
	<b>Term 4 (2023) Week 6</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 6</b>	
	<b>Outcomes Assessed</b>  1.3 2.1 2.2 2.4 6.2	<b>Outcomes Assessed</b>  1.4 2.1 2.2 2.3 2.4 4.2 6.2	<b>Outcomes Assessed</b>  1.4 2.1 2.2 2.4 6.1	
<b>Knowledge and Understanding</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>50</b>
<b>Skills</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



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## HSC Hospitality - VET 2024

	Unit of Competency	Assessment
<b>Term 4 (2023)</b>	<b>SITHCCC0025</b> Prepare and present sandwiches <b>SITHCCC0024</b> Prepare and present simple dishes <b>SITHCCC028</b> Prepare appetisers and salads	Ongoing Observation Student Demonstration Work Booklet
<b>Term 1</b>	<b>SITHCCC034</b> Work effectively in a commercial kitchen	Ongoing Observation Student Demonstration Workplace Evidence
<b>Term 2</b>	<b>SITHCCC0027</b> Prepare dishes using basic methods of cookery <b>SITXCCS011</b> Interact with customers	Ongoing Observation Student Demonstration Topic Test Scenario Topic Test Workplace Evidence
<b>Term 3</b>	<b>SITXFSA006</b> Participate in safe food handling practices <b>SITXINV006</b> Receive, store and maintain stock	Ongoing Observation Scenario Topic Test

# HSC Industrial Technology – Timber Products and Furniture Technologies 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Major Project Proposal Seminar	Industry Study In Class Essay	Major Project Realisation	Trial HSC Examination	
	Term 4 (2023) Week 7	Term 1 Week 9	Term 3 (Week 2) or Term 2 (Week 10)	Term 3 Week 3-4	
	Outcomes Assessed H1.3, 3.2, 3.3, 5.1	Outcomes Assessed H1.3, 7.1, 7.2	Outcomes Assessed H2.1, 4.1, 4.2, 5.2	Outcomes Assessed H1.1, 1.2, 4.3, 6.1, 6.2	
Knowledge and understanding of course content		20		20	40
Knowledge and skills in the design, management, communication and production of a Major Project	30		30		60
Total %	20	20	30	30	100

## HSC Legal Studies 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Crime issue research task	Human rights research scaffold	Option 1 In-class extended response	Trial HSC Examination	
	Term 4 (2023) Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3-4	
	Outcomes Assessed  H1, 2, 6, 10	Outcomes Assessed  H1, 2, 3, 4, 5, 8, 9	Outcomes Assessed  H1, 2, 3, 4, 5, 8, 9	Outcomes Assessed  H1, 2, 3, 4, 5, 9, 8, 10	
Knowledge and understanding of course content	10	5	5	20	40
Analysis and evaluation	5	5	10		20
Inquiry and research	5	10	5		20
Communication of legal information, issues and ideas in appropriate forms	5		5	10	20
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## HSC Marine Studies 2024

Component	Task 1	Task 2	Weighting%
	<b>Research and Practical Report</b>	<b>Examination</b>	
	<b>Term 1 Week 6</b>	<b>Term 3 Examination period</b>	
	<b>Outcomes Assessed</b> 1.1, 1.5, 3.1, 3.2, 3.3, 3.4	<b>Outcomes Assessed</b> 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 4.2	
<b>Knowledge and Understanding</b>	<b>20</b>	<b>30</b>	
<b>Skills in Working Scientifically</b>	<b>30</b>	<b>20</b>	
<b>Total %</b>	<b>50</b>	<b>50</b>	<b>100</b>



# HSC Mathematics Advanced 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Assignment	In Class Assessment	In Class Assessment	Trial HSC Examination	
	Term 4 (2023) Week 9	Term 1 Week 11	Term 2 Week 8	Term 3 Week 3-4	
	<b>Outcomes Assessed</b>  MA12-2, MA12-4, MA12-9, MA12-10	<b>Outcomes Assessed</b>  MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	<b>Outcomes Assessed</b>  MA12-3, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	<b>Outcomes Assessed</b>  MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8 MA12-9, MA12-10	
<b>Component A</b> Understanding, fluency and communication	<b>15</b>	<b>15</b>	<b>5</b>	<b>15</b>	<b>50</b>
<b>Component B</b> Problem-solving, reasoning and justification	<b>15</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>100</b>



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# HSC Mathematics Extension 1 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Assignment	In Class Assessment	In Class Assessment	Trial HSC Examination	
	Term 4 (2023) Week 10	Term 1 Week 6	Term 2 Week 7	Term 3 Week 3-4	
	<b>Outcomes Assessed</b>  ME12-1, ME12-3, ME12-6, ME12-7	<b>Outcomes Assessed</b>  ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	<b>Outcomes Assessed</b>  ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7	<b>Outcomes Assessed</b>  ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	
<b>Component A</b> Understanding, fluency and communication	10	15	10	15	50
<b>Component B</b> Problem-solving, reasoning and justification	10	10	15	15	50
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# HSC Mathematics Extension 2 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	In Class Assessment	Assignment/Quiz	In Class Assessment	Trial HSC Examination	
	Term 4 (2023) Week 9	Term 1 Week 10	Term 2 Week 7	Term 3 Week 3-4	
	<b>Outcomes Assessed</b>  MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	<b>Outcomes Assessed</b>  MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	<b>Outcomes Assessed</b>  MEX12-1, MEX12-3, MEX12-6, MEX12-7, MEX12-8	<b>Outcomes Assessed</b>  MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	
<b>Component A</b> Understanding, fluency and communication	<b>10</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Component B</b> Problem-solving, reasoning and justification	<b>10</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

# HSC Mathematics Standard 1 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Assignment	In Class Assessment	In Class Assessment	Trial	
	Term 4 (2023) Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3-4	
	<b>Outcomes Assessed</b>  MS1-12-5, MS1-12-9, MS1-12-10	<b>Outcomes Assessed</b>  MS1-12-3, MS1-12-8, MS1-12-9, MS1-12-10	<b>Outcomes Assessed</b>  MS1-12-1, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10	<b>Outcomes Assessed</b>  MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	
<b>Component A</b> Understanding fluency and communication	<b>10</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>50</b>
<b>Component B</b> Problem solving, reasoning and justification	<b>10</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## HSC Mathematics Standard 2 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Assignment	In Class Assessment	In Class Assessment	Trial HSC Examination	
	Term 4 (2023) Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3-4	
	<b>Outcomes Assessed</b>  MS2-12-5 MS2-12-9, MS2-12-10	<b>Outcomes Assessed</b>  MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	<b>Outcomes Assessed</b>  MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	<b>Outcomes Assessed</b>  MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10	
<b>Component A</b> Understanding fluency and communication	<b>10</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Component B</b> Problem solving, reasoning and justification	<b>10</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



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# HSC Modern History 2024

Component	Task 1	Task 2	Task 3	Task 4	Weight%
	<b>Core Study: Power and Authority in the Modern World 1919-1946</b>  Source Analysis	<b>National Study- Russia and the Soviet Union 1917-1944</b>  Extended Response	<b>Conflict in Indochina 1954-1979</b>  Historical Analysis	<b>HSC Trial</b>  Examination	
	<b>Term 4 (2023) Week 9</b>	<b>Term 1 Week 11</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 3-4</b>	
	MH12.2, MH12.4, MH12.6,	MH12.1, MH12.3, MH12.8, MH12.9	MH12.3, MH12.5, MH12.7	MH12.1, MH12.2, MH12.3, MH12.4, MH12.5, MH12.6, MH,12.7, MH12.8, MH12.9	
<b>Knowledge and understanding of course content.</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>	<b>40</b>
<b>Source-Based Skills</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Historical Inquiry and Research</b>	<b>5</b>	<b>10</b>	<b>5</b>		<b>20</b>
<b>Communication of Historical understanding in appropriate forms</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



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# HSC Music 1 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<p><b>Music of the 20<sup>th</sup> and 21<sup>st</sup> Century.</b></p> <p><b>Performance</b> Students will select a piece of their choice to prepare and present for their core performance and core musicology. <b>Core Performance – 10%</b> <b>Core Musicology – 10%</b></p>	<p><b>An Instrument and its Repertoire</b></p> <p><b>Composition Portfolio</b> Students will prepare a composition and composition portfolio, and one elective based on this topic. <b>Core Composition – 10%</b> <b>Elective 1 – 15%</b></p>	<p><b>Own choice</b></p> <p><b>Elective Option</b> Students prepare 2 electives for presentation. <b>Elective 2 – 15%</b> <b>Elective 3 – 15%</b></p>	<p><b>Aural Examination</b> Students will complete a trial HSC examination in composition, performance, aural and musicology.  <b>Core- Aural –25%</b></p>	
	<b>Term 4 (2023) Week 8</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 8/9</b>	<b>Term 3 Week 3-4</b>	
	<p><b>Outcomes Assessed</b>  H1, H4, H5, H6, H7.</p>	<p><b>Outcomes Assessed</b>  H1, H2, H3 H5, H5, H7, H8.</p>	<p><b>Outcomes Assessed</b>  H1, H3, H4, H5, H6, H7, H8.</p>	<p><b>Outcomes Assessed</b>  H4, H6.</p>	
Core Performance	<b>10</b>				<b>10</b>
Core Composition		<b>10</b>			<b>10</b>
Core Musicology	<b>10</b>				<b>10</b>
Aural				<b>25</b>	<b>25</b>
Electives		<b>15</b>	<b>30</b>		<b>45</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## HSC Personal Development, Health and Physical Education 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Sports Medicine</b>  Extended Response	<b>Health Priorities in Australia</b>  Priority Analysis	<b>Factors Affecting Performance</b>  Training Analysis	<b>Trial HSC Examination</b>	
	<b>Term 4 (2023)</b> <b>Week 8</b>	<b>Term 1</b> <b>Week 10</b>	<b>Term 2</b> <b>Week 6</b>	<b>Term 3</b> <b>Weeks 3-4</b>	
	<b>Outcomes Assessed</b>  H8, H13, H17	<b>Outcomes Assessed</b>  H1, H2, H3, H15, H16	<b>Outcomes Assessed</b>  H7, H8, H9, H10, H11, H16, H17	<b>Outcomes Assessed</b>  All outcomes may be assessed	
<b>Knowledge and understanding of course content</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>40</b>
<b>Skills in critical thinking, research, analysis and communicating</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## HSC Photography, Video and Digital Imaging 2024

Component	Task 1	Task 2	Task 3	Weighting%
	Point of View	Development of Practice	Individual /Collaborative Project	
	Term 4 Week 9	Term 1 Week 8	Term 3 Week 7	
	Outcomes Assessed M1, M3	Outcomes Assessed CH1, CH2, CH4	Outcomes Assessed M2, M4, M5	
<b>Making</b>	<b>30</b>		<b>40</b>	<b>70</b>
<b>Historical and Critical Studies</b>		<b>30</b>		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# HSC Physics 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Data Analysis Electromagnetism</b>	<b>Depth Study</b>  Advanced Mechanics	<b>Secondary Source Analysis</b>  The Nature of Light	<b>Trial Examination</b> Electromagnetism Advanced Mechanics The Nature of Light From the Universe to the Atom	
	<b>Term 4 Week 8</b>	<b>Term 2 Week 6</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 3-4</b>	
	<b>Outcomes Assessed</b>  PH11/12-4 PH11/12-5 PH11/12-6 PH12-13	<b>Outcomes Assessed</b>  PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	<b>Outcomes Assessed</b>  PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	<b>Outcomes Assessed</b>  PH11/12-1 PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 P H12-12 PH12-13 PH12-14 PH12-15	
<b>Skills in working scientifically</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>60</b>
<b>Knowledge and understanding</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## HSC Science Extension 2024

Component	Task 1	Task 2	Task 3	Weighting%
	<b>Poster presentation</b>	<b>Data Analysis</b>	<b>Scientific Research Report</b>	
	<b>Term 1 Week 5</b>	<b>Term 2 Week 8</b>	<b>Term 3 Week 5</b>	
	<b>Outcomes Assessed</b> SE-1, SE-3, SE-6, SE-7	<b>Outcomes Assessed</b> SE-1, SE-4, SE-6, SE-7	<b>Outcomes Assessed</b> SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7	
Communicating Scientifically	15	5	10	30
Gathering recording, analysing and recording data	10	10	10	30
Application of scientific research skills	5	15	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>10</b>

## HSC Society and Culture 2024

Component	Task 1	Task 2	Task 3	Task 4	Weight
	<b>Research &amp; Viva Voce:</b> <b>Core – Continuity and Change</b>	<b>Creative News Article/Magazine</b> <b>Core – Continuity and Change, India Case Study</b>	<b>Research Essay</b> <b>Depth Study 1 – Conformity and Nonconformity</b>	<b>Trial HSC Examination</b>	
	<b>Term 4 (2023)</b> <b>Week 8</b>	<b>Term 1</b> <b>Week 7</b>	<b>Term 2</b> <b>Week 6</b>	<b>Term 3</b> <b>Week 3-4</b>	
	H 1, 5, 6, 8, 9, 10	H 1, 2, 3, 4, 5, 6, 7, 10	H 1, 2, 3, 4, 5, 6, 7, 10	H 6, 7, 8, 9, 10	
Knowledge and understanding of course content.	<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>
Application and evaluation of Social and Cultural research methods.	<b>5</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>30</b>
Communication of information, ideas, issues in appropriate forms.	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## HSC Sport, Lifestyle and Recreation 1 Unit 2024

Component	Task 1	Task 2	Task 3	Weighting%
	<b>Social Perspectives of Games &amp; Sports</b>  Submission	<b>Games &amp; Sports Applications II</b>  Practical	<b>Sports Administration</b>  Lunch competition	
	<b>Term 4 (2023) Week 8</b>	<b>Term 1 Week 7</b>	<b>Term 2 Weeks 5 – 9</b>	
	<b>Outcomes Assessed</b>  1.4, 2.4, 3.7, 4.5	<b>Outcomes Assessed</b>  1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	<b>Outcomes Assessed</b>  1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	
Knowledge and Understanding	<b>25</b>	<b>10</b>	<b>15</b>	<b>50</b>
Skills	<b>5</b>	<b>25</b>	<b>20</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## HSC Studies in Catholic Thought 1 Unit 2024

Component	Task 1	Task 2	Task 3	Weighting%
	<b>Virtue, Vice, and Salvation</b> Multi-modal presentation	<b>The Good Works</b> Research Task	<b>The Common Good</b> End of Course Examination	
	<b>Term 1 (2024)</b> <b>Week 4</b>	<b>Term 2 (2024)</b> <b>Week 5</b>	<b>Term 3 (2024)</b> <b>Week 3-4</b>	
	<b>Outcomes Assessed</b> SCT12-1, 2, 4, 5, 7, 10	<b>Outcomes Assessed</b> SCT12- 1, 3, 4, 5, 6, 8, 9, 10	<b>Outcomes Assessed</b> SCT12-1, 2, 4, 5, 6, 9, 10	
Knowledge and understanding of course content.	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Religious skills in: - using Scripture and Catholic Church documents - analysis, synthesis, and evaluation based on evidence from theology, philosophy, Scripture, and other relevant sources.	<b>10</b>	<b>10</b>		<b>20</b>
Inquiry and Research Skills		<b>20</b>		<b>20</b>
Communication of religious ideas and understanding in appropriate forms	<b>10</b>		<b>10</b>	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# HSC Studies of Religion 1 Unit 2024

Component	Task 1	Task 2	Task 3	Weighting%
	<b>Christianity</b> Multi-Modal Presentation	<b>Buddhism</b> Research Task	<b>Trial examination</b> End of Course Examination	
	<b>Term 1 (2024)</b> Week 6	<b>Term 2 (2024)</b> Week 5	<b>Term 3 (2024)</b> Week 3-4	
	<b>Outcomes Assessed</b> H1-6, H8-9	<b>Outcomes Assessed</b> H1-2, H4-9	<b>Outcomes Assessed</b> H1-2, H4 –6, H8-9	
Knowledge and understanding of course content	<b>10</b>	<b>15</b>	<b>15</b>	<b>40</b>
Source-based skills	<b>10</b>		<b>10</b>	<b>20</b>
Investigation and research		<b>20</b>		<b>20</b>
Communication of information, ideas, and issues in appropriate forms	<b>10</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



*Note the Assistant Principal Teaching & Learning reserves the right to make changes to Assessment Schedules. Students will be informed in writing of any changes. The most recent copy of Assessment Schedules can be found on the College website.*

## HSC Studies of Religion 2 Unit 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Christianity</b> Oral Presentation	<b>Islam</b> Source Analysis Folio	<b>Religion and Peace</b> Extended Response	<b>Trial HSC Exam</b> End of Course Examination	
	<b>Term 4 (2023)</b> Week 7	<b>Term 1 (2024)</b> Week 6	<b>Term 2 (2024)</b> Week 8	<b>Term 3 (2024)</b> Week 3-4	
	<b>Outcomes Assessed</b> H1-9	<b>Outcomes Assessed</b> H1-6, H8-9	<b>Outcomes Assessed</b> H3-4, H6-9	<b>Outcomes Assessed</b> H1-2, H4-9	
Knowledge and understanding of course content	<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>	<b>40</b>
Source-based skills		<b>15</b>		<b>5</b>	<b>20</b>
Investigation and research	<b>10</b>	<b>5</b>	<b>5</b>		<b>20</b>
Communication of information, ideas, and issues in appropriate forms	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>



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## HSC Textiles and Design 2024

Component	Task 1	Task 2	Task 3		Weighting%
	<b>Written Task</b> Inspiration and Design	<b>Research Task</b> Investigation, Experimentation and Justification	<b>Trial HSC Examination</b>		
	<b>Term 4 (2023)</b> <b>Week 7</b>	<b>Term 1</b> <b>Week 8</b>	<b>TBA</b>		
	<b>Outcomes Assessed</b> H1.1, 1.2, 6.1	<b>Outcomes Assessed</b> H2.1, 2.3, 3.1, 4.2	<b>Outcomes Assessed</b> H1.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1		
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>30</b>		<b>50</b>
Skills and knowledge in the design, manufacture and management of a major textiles project	<b>20</b>	<b>30</b>			<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>		<b>100</b>

## HSC Visual Arts 2024

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<p><b>Development of the Body of Work</b></p> <p>VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artists' practice.</p>	<p><b>Written Task:</b></p> <p>Extended response to an essay question that addresses one of the key concepts of art.</p>	<p><b>Trial HSC Examination</b></p> <p>Written response Art practice, criticism and history.</p>	<p><b>Resolving the Body of Work</b></p> <p>Submission of artworks under development, VAPD documenting experimentation, written reflections including explanation of intention and the links between material and conceptual practice.</p>	
	<b>Term 4 Week 8</b>	<b>Term 1 Week 8</b>	<b>Term 3 Week 3-4</b>	<b>Term 3 Week 5</b>	
	<p><b>Outcomes Assessed</b></p> <p>H1 H3 H4</p>	<p><b>Outcomes Assessed</b></p> <p>H7 H8 H9 H10</p>	<p><b>Outcomes Assessed</b></p> <p>H7 H8 H9</p>	<p><b>Outcomes Assessed</b></p> <p>H1 H2 H4 H6</p>	
Artmaking	<b>20</b>			<b>30</b>	<b>50</b>
Art criticism and art history		<b>20</b>	<b>30</b>		<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>