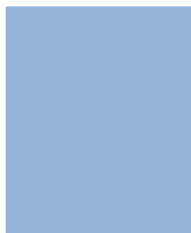
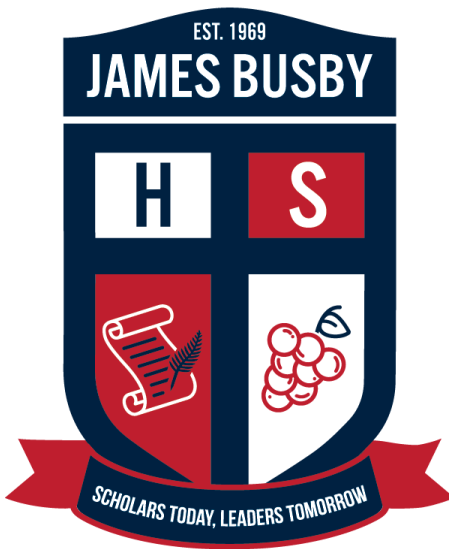
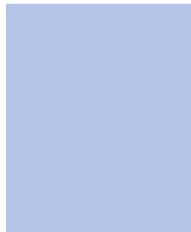


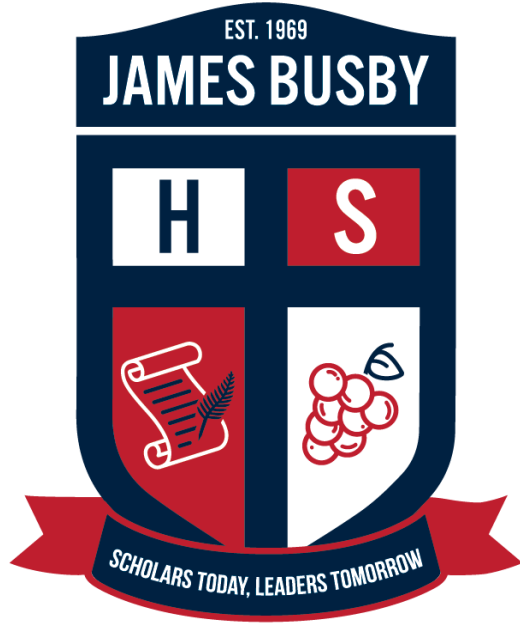
JAMES BUSBY HIGH SCHOOL

# YEAR 12 ASSESSMENT BOOKLET 2022

**THIS ASSESSMENT BOOKLET SHOULD BE READ IN CONJUNCTION WITH THE  
JBHS ASSESSMENT POLICY 2018 (Amended June 2021)**



# SCHOOL VISION STATEMENT



James Busby High School aims to provide a safe and caring environment where positive relationships are respected and valued across the whole school community. Students are provided with a diverse range of learning experiences within a dynamic, innovative and creative environment. Quality teaching is our core business where all student achievement is actively promoted and valued.

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# ASSESSMENT PROCEDURES

## **JBHS ASSESSMENT POLICY 2018 (Amended June 2021)**

The following information is taken from the *JBHS Assessment Policy 2018 (Amended June 2021)*. As such, all 'Assessment Procedure' headings are as per this policy. Numbers linked to headings indicate the section of the policy.

### **WHERE CAN MORE INFORMATION BE FOUND?**

Students should download and read the *James Busby High School Assessment Policy (2018)*. This extensive document includes details of all expectations, rules and requirements related to assessment at this school. It provides additional information about all of the information contained in the booklet and covers Department of Education, NESA and James Busby High School policy.

A copy can also be requested from the Head Teacher Secondary Studies.

# HSC Course Assessment

A student's **final HSC mark** for each of the courses studied in Year 12 is determined by two components:

1. The student's performance on school based formal assessment tasks; and,
2. The student's performance on the external HSC examination,

Each of these marks contributes equally to the final HSC mark. Thus, performance on internal assessment tasks is important in calculating the final HSC mark for each course, as the HSC mark for a course is the average of the moderated assessment mark and the aligned examination mark, as seen below:

Board Developed Courses	Examination Mark	Assessment Mark	HSC Mark	Performance Band
2 Unit English (Advanced)	75/100	70/100	73	4
1 Unit English Extension 1	4/5/50	56/50	49	C3
2 Unit Geography	82/100	85/100	84	5
2 Unit Mathematics	72/100	104/100	79	4
2 Unit Modern History	7/1/100	79/100	79	4
1 Unit History Extension	43/50	42/50	43	C3
2 Unit Primary Industries	Refer to Vocational Documentation			
1 Unit Primary Industries Extension	Refer to Vocational Documentation			
Primary Industries Examination	75/100	N/A	75	4

**Examination mark**  
Shows your performance in the exam set and marked by the Board of Studies.



**Assessment mark**  
The marks you received for your assessment tasks set by and marked at school during the year.



**HSC mark**  
A 50:50 combination of your examination mark and assessment mark.

**English (Advanced)**  
Sample Student

Examination Mark: 78  
State Distribution: [Graph showing distribution]

The typical performance in this level:

Assessment Mark: 70

**HSC Mark: 74**

**Band 4**

Discriminates sound knowledge and understanding of the way meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts. Displays a highly developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts. Presents a critical, reflexive personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and related texts. Composes imaginatively, interpretively and critically with sustained precision, fluency, originality and sophistication for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.

**Performance band**  
The performance band your HSC mark falls into.  
On your Course Report, each performance band has a corresponding description of a typical performance by a student within that HSC mark range. The higher your performance band, the better your performance in that course.

**Students should note that internal assessment tasks will not necessarily cover the entire range of syllabus outcomes, but will cover a representative sample of the outcomes for the entire course. In a similar light, the HSC examination for each subject will not seek to cover every outcome from the syllabus.**

## **4. SCHOOL BASED ASSESSMENT**

### **4.1 What is the Purpose of School-based Assessment?**

The purpose of school-based assessment is to provide an indication of each student's achievement in a wider range of syllabus objectives than those measured by formal examinations such as the HSC examination. This assessment allows due weight to be given during a course to a student's achievements which, although evident to the class teacher, may not be adequately assessed in an external examination alone. Therefore, assessment covers both examination and non-examination objectives.

### **4.2 Formative Assessment**

Formative assessment occurs during the delivery of a course and it gives direct feedback to the teacher and student concerning student progress. This form of assessment does not usually contribute toward the final assessment mark but is equally important in providing a conceptual understanding of the subject matter. Formative assessment also includes ongoing and informal observation, evaluation and assessment by the class teacher.

Teachers at JBHS will employ a range of formative assessment to provide ongoing information to staff, parents and students about student progress and required areas for additional focus or revision. Formative assessment practices are especially important in courses where opportunities for summative assessment are limited through time, opportunity or specific stage-based caps.

### **4.3 Task Numbers and Caps**

Except for in circumstances where an individual course or syllabus requires otherwise, or where exceptions under Section 4.3.1 dictate, the following caps will be adhered to in terms of the number of formal school-based assessment tasks that students may be asked to complete:

- Year 7 – 3 Tasks
- Year 8 – 3 Tasks
- Year 9 – 4 Tasks
- Year 10 – 4 Tasks
- Year 11 – 3 Tasks
- Year 12 – 4 Tasks

#### **4.3.1 Task Numbers and Caps for 100 Hour or Equivalent Courses**

Stage 4 and 5 courses with a total period allocation of fewer than five in a cycle will be capped at two tasks.

Stage 6 courses with a total period allocation of fewer than five in a cycle (1 Unit courses), including 'on-timetable' and 'off-timetable' lessons, will be capped at two tasks.

## **4.4 Assessment-Free Weeks**

Certain weeks in the school diary will be designated as 'assessment-free'. These are weeks during which NO assessment tasks will be scheduled or held for either a specific year group or the entire school. Assessment-free weeks are required for two purposes:

- To allow a cohort adequate time before major examinations to prepare through study.
- To allow for disability provisions to be available for all eligible students across the school, which would not be otherwise possible during major examinations.

Assessment-free periods will be maintained for all subjects, irrespective of whether any student in the subject or scheduled examination requires disability provisions.

### **4.4.1 Assessment-Free Schedule**

The following schedule of assessment-free weeks will be maintained during planning of assessment schedules and delivery of assessment tasks:

<b>Term</b>	<b>Week</b>	<b>Cohort</b>	<b>Purpose</b>	<b>Exceptions</b>
3	4	Year 12	Trial HSC Exam Preparation	Year 7-11
3	5	Years 7-12	Trial HSC Examinations	None
3	6	Years 7-12	Trial HSC Examinations	None
3	8	Year 11	Preliminary Course Exam Preparation	Years 7-10 & 12
3	9	Years 7-12	Preliminary Course Examinations	None
3	10	Years 7-12	Preliminary Course Examinations	None
4	1-2	Years 7-12	Stage 5 (Year 10) Examinations	None
4	4	Year 9	Stage 5 (Year 9) Exam Preparation	Years 7-8 & 10-12
4	5	Years 7-12	Stage 5 (Year 9) Examinations	None
4	7-10	Years 7-11	Cut-off dates for NESAs & JBHS Reporting	HSC Courses

## 5. ASSESSMENT PROCEDURES – NOTIFICATION OF TASKS

### 5.1 How Will Students Know about Assessment Tasks?

Students will be notified of all assessment tasks both at the beginning of a course and at least two weeks before each assessment task. This will be achieved through the creation and distribution of:

1. Assessment Booklets at the beginning of each year and
2. Assessment Schedules for each course and
3. Assessment Notifications at least two weeks before each assessment task.

#### 5.1.1 Assessment Booklets

Students will be informed of the week in which all Assessment Tasks, including examinations, will be held for the entire year through the year-group-specific *Assessment Booklet*. This booklet will contain:

1. A summary of the key features of the JBHS Assessment Policy
2. Details of assessment procedures and rules
3. An Assessment Schedule for every course
4. Course and stage-specific information such as electives, exams and VET courses
5. Appendices containing samples of forms referred to in this document and required by students for assessment purposes
6. Assessment Planners for students to create their personalised Assessment Diary.

#### 5.1.2 Assessment Schedules

Every course will have an Assessment Schedule prepared for and distributed to students. These Assessment Schedules will be published in the annual year-group-specific Assessment Booklet, but classroom teachers may still hand out and discuss the schedule in a class setting to confirm understanding of the schedule. This practice will be at the discretion of the individual teacher or faculty.

All Assessment Schedules will be created and distributed using the common '*JBHS Assessment Schedule*' proforma to ensure consistency and clarity for students and parents / guardians.

Assessment Schedules will include a list of tasks to be assessed during the course, with the following information clearly provided for each course:

- a) **Nature of Task** – The type of task, such as an essay, speech, examination, etc.
- b) **Task Details / Content** – The topics or syllabus content area(s) or dot-points expected to be covered in the task.
- c) **Date of Task** – A specific term and week. More specific dates and/or periods will be identified in the *Assessment Notification* provided to students.
- d) **Outcomes Assessed** – A list, in simple numerical form, of the course outcomes to be assessed in the task.
- e) **Components/Modes** – A mark breakdown of the components or modes of the course being assessed, as stated in individual course syllabus documents. These components or modes will be different for each course but could include components such as “Knowledge and Understanding, Tools and Skills, Research and Fieldwork and Communication of Ideas” or “Speaking, Reading, Writing and Listening” as two examples.



- f) **Total Weighting** – The total weighting or percentage of available course marks allocated to each specific task. All weightings will add up to a total of 100% for 2 Unit subjects and 50% for Extension subjects.
- g) **Course Outcomes** – A list of all course outcomes, providing labels and full outcomes.

### 5.1.3 Assessment Notification

Students in all year groups will be given **at least two weeks written notice** of Assessment Tasks and the outcomes to be assessed by the task. This notice will be provided by classroom teachers by use of an official '*Notification of Assessment*'.

It is the student's responsibility to be alert to the notification of tasks. In cases of any absence from school, students will need to check with their teachers on the first day of their return regarding the issuing of tasks. Again, this is the student's responsibility. As a guide, students should refer to their stage/year-specific *Assessment Booklet* to identify the timing of assessment tasks and, therefore, Assessment Notifications. Where a student does not seek this information, the class roll indicating the student's absence will act as evidence of the notification process and the student's failure to seek this notification. Where possible, teachers should attempt to inform students returning from an absence of any assessment material they have missed.

All Assessment Notifications will be created and distributed using the common "*JBHS Assessment Task Notification*" proforma to ensure consistency and clarity for students and parents / guardians.

Assessment Notifications will include:

1. The **name of the course** being assessed.
2. The **faculty** in which the course is taught.
3. The **task number**, as outlined in the Assessment Schedule.
4. A **description of the type** or nature of the task.
5. A **Specific due date** (week, term, date and, where possible, period.) Where a task is due on different days for different classes, details will be given for the due day and period for each individual class, but this can appear on one notification. If the task is an ongoing practical task, a range of dates will be provided including the start and end date as a minimum.
6. The **task weighting** (% of course marks available) and **task marks** (total out of which the task will be marked).
7. A list of the **specific outcomes being assessed**. These outcomes will reflect the outcomes listed in the initial Assessment Schedule.
8. A **task description**, outlining specific details of the task.
9. A **procedure or set of instructions** outlining steps required for the completion of the task. This could be provided as a set of 'Submission Requirements'.
10. An outline of the means by which **feedback** will be provided.
11. An acknowledgment that **Disability Provisions** requirements have been addressed.
12. Specific **marking guidelines and criteria** with a breakdown of student achievement plotted against a resulting band and/or marks awarded for the achievement. Criteria will include a dot point summary of student achievement required for questions of appropriate mark value.
13. A reminder of the **consequences of failing to follow fundamental assessment rules** as stated in this policy.
14. **Other important information** relevant to the faculty, course or task being assessed.

15. A **return slip to be completed, signed and returned to the teacher**. This return slip will be retained at a faculty level as evidence that notification has been provided to students.
16. A **'Notice of a Change to this Assessment Task'** in any case where details of the task have changed from the original Assessment Schedule.

As outlined above, where a task will be held for a range of classes over a period of days, the notification will provide a date and, where appropriate, a period, for each individual class. If the task is an ongoing practical task, a range of dates will be provided including the start and end date as a minimum.

If a teacher is absent on the day that an Assessment Notification is due to be distributed to students, the minimum two weeks' notice will be maintained. For this reason, the notification will either be handed out by the Head Teacher on the specified date or will be handed out by the teacher on his/her return, with a *Notification of a Change to an Assessment Task* attachment indicating the new due date for the task at least two weeks after the distribution of the notification. If the absence does not lead to a breach of the two-week notice rule, then the notification will be distributed on the teacher's return and the original due date will stand.

#### **5.1.4 Notification of a Change to an Assessment Task**

In some circumstances, an amendment may need to be made to a planned assessment task. This will be avoided where possible but may be required in instances when a school event clashes with a published date, course progress requires a change to a task or a range of other operational, educational or personnel reasons where a change of date is required. Teachers and Head Teachers are required to make every effort to avoid creating unfair workloads on students by moving assessment tasks to a time where other tasks are already due. This should be done through negotiation with the class(es) impacted.

#### **All changes to assessment dates must be approved by the Head Teacher.**

Where the details of an assessment task need to be changed, students will be provided with an official "*Notice of a Change to an Assessment Task*" notification. This notification will be distributed as part of the Assessment Notification, a minimum of two weeks before the published date of the task and will include:

1. An **outline of the change** required
2. A **statement of compliance** with other aspects of assessment policy
3. A **return slip to be completed, signed and returned to the teacher**. This return slip will be retained at a faculty level as evidence that notification has been provided to students.

Just as it is a student's responsibility to check if they have missed an Assessment Notification in cases of absence, it is also his/her responsibility to ask if a Change to an Assessment Task notification has been distributed. This should be done by the student in the normal course of checking what a s/he has missed during an absence from school. Where a student does not seek this information, the class roll indicating the student's absence will act as evidence of the notification process and the student's failure to seek notification. Where possible, teachers should attempt to inform students returning from an absence of any assessment material they have missed.

The school reserves the right to declare an assessment task null and void and set the task again for all students where there is doubt as to the validity of the setting, submission or marking of the

tasks. This situation will be rare and will be determined only by the Principal. Students will be given reasonable warning of such a decision by the Head Teacher, Deputy Principal or Head Teacher Secondary Studies.

## **5.2 Major Works or Practical Tasks with a Number of Components**

NESA guidelines clearly identify that, where limits apply to the number of assessment tasks allowed in a Stage 5 or Stage 6 course, no task can be made up of multiple components that could be interpreted as separate tasks. At times, however, a practical subject may require smaller practical components to be delivered to make up the entirety of the assessment task. In these cases, Assessment Schedules and Assessment Notifications will clearly indicate the marks allocated for each component. All components will be due at the same time. If a task has multiple components due at different times, each component will be considered a separate task.

## **6. ASSESSMENT PROCEDURES – COMPLETING & SUBMITTING TASKS**

### **6.1 Do Students Have to Complete All Assessment Tasks?**

Yes. The Department, NESAs and JBHS all expect that a serious attempt be made on all assessment tasks. In addition, it is a requirement of Stage 5 and Stage 6 courses that tasks that make up a total of “in excess of 50% of available course marks” must be completed with a serious attempt, otherwise the student may be ‘N’ Determined in that course and may be at risk of not achieving the credential available at the end of that course or stage.

### **6.2 Submission of Assessment Tasks**

All assessment tasks must be submitted by the due date as indicated in the Assessment Notification. If students fail to comply then they will be penalised according to details in Section 7.2. A student may submit an assessment task ahead of the due date in the manner outlined in the task notification.

#### **6.2.1 Submitting Tasks Electronically**

Submission of assessment tasks by electronic means can only occur with specific and prior arrangement with the Head Teacher or subject teacher concerned, unless the task specifically requires it. Where submission by electronic means is a requirement of the task, then the task must be submitted in this way unless other arrangements have been negotiated with the teacher. Teachers should be mindful of issues regarding access to technology when considering negotiating alternative arrangements for a task to be submitted. Equity issues will be considered in such cases.

Inability to submit a task in the manner required in the task, whether submission is to be electronic or physical, is not an excuse for late submission or non-submission, nor is it grounds for appeal. A student must deal with these issues via discussion with the teacher before the due date.

#### **6.2.2 Student Responsibility in Submitting Tasks**

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Students are expected to be organised enough to submit a task in person, in the manner specified and on time. Reasonable attempts must be made to submit a task to the class teacher or other teacher as designated on the Assessment Notification. Only after these reasonable attempts are made and fail may a student submit the task to the Head Teacher of the faculty, who will note the time and date of submission. The definition of a “reasonable attempt” in this context will be at the discretion of the Head Teacher of the faculty.

Tasks that are simply left on a teacher’s desk or are given to another person to submit cannot be assumed to have been submitted on time, except in circumstances covered in Section 6.3.5.

### **6.2.3 Submitting a Task – Time of Day**

Assessment tasks (other than class tasks) must be submitted in the period allocated by the teacher on the due date or, ONLY if the teacher has given this approval to the entire cohort, by the end of the last scheduled lesson for the day. Submission after this time will result in the task being classified as late and will incur a late penalty as outlined below.

### **6.2.4 Partial Absence on the Day of or Absence the Day Before an Assessment Task**

For matters of procedural fairness, a student is not permitted to be absent from school for part of the school day if there is an assessment task to be submitted or completed in class later in that day. This scenario would create an unfair advantage in terms of additional preparation time for the student concerned when they should, in fact, be engaged with their learning in the classroom.

If a student is absent for part of the school day in these circumstances, then normal processes around penalties, Applications Due to Illness or Misadventure and evidence apply. Normal processes for late submission or non-submission of tasks will apply, as outlined in Section 7. Evidence must be provided to explain the absence.

If a student is absent from school the day before an assessment task is due, then this should be noted by the teacher. If this pattern of absence occurs for a second time, the teacher has the right to ask the student to follow normal processes around penalties, Applications Due to Illness or Misadventure and evidence. In this case, normal processes for late submission or non-submission of tasks will apply, as outlined in Section 7. Evidence must be provided to explain the absence.

A student is not permitted to be absent from class to work on an assignment where the remainder of the cohort is not afforded this opportunity. A student is not, for example, permitted to be working on an assessment task instead of attending regular lessons.

### **6.2.5 Absence on the Day of an Assessment Task Due to a School Activity**

At times, a school sanctioned activity may clash with a scheduled assessment task. Where possible, clashes will be avoided by ensuring staff who are arranging final dates for assessment tasks check the school calendar for school-organised events and by staff organising school events at short notice checking the school calendar for scheduled assessment tasks. Tasks or events already organised and communicated will take precedence over tasks or events being organised.

Where a clash is unavoidable, due to outside agencies dictating required dates for example, then the teacher organising the activity will need to negotiate a submission strategy with the course teacher for any students impacted by the clash. This could include a revised date, time or submission method for the assessment task. All assessment tasks will still be submitted, however.

No school-sanctioned events or activities will be organised for days during scheduled examination periods.

### **6.2.6 Absence Due to a VET Work Placement or Work Experience**

Due to the nature of Work Placement and Work Experience, and the educational and career opportunities these programs support, students attending either program when an assessment task is due will be permitted to make arrangements with their teachers to submit all assessment

tasks on time using an appropriate alternative submission method, either using 'Submission by Proxy' or electronic submission. All tasks will still be submitted, however.

A task will only be allowed to be submitted at the conclusion of the work program if prior and specific arrangements have been made with the teacher. If no prior and specific arrangements have been made, then late submission will be handled in accordance with Section 7.2.

Where possible, Work Placement and Work Experience will not be arranged for any day during a scheduled examination period.

### **6.2.7 Absence Due to a Religious Festival**

Where a religious festival falls on a day not gazetted as a NSW public holiday, provisions will be put in place to allow alternative submission of tasks due during the period of the religious festival.

In this policy, an event will be regarded as a "religious festival" involving a student if:

1. the school (the Principal or Principal's Delegate) is able to verify the nature of the event as being of religious significance to the community or a part of the community and
2. the event typically requires a day or days away from work or school to participate in celebrations related to the religious event and
3. a student is able to demonstrate their adherence to a religion participating in this event, typically supported by school enrolment information and/or a note from home.

Where a religious festival prevents a student from attending school to submit or sit an assessment task, the student will still submit or sit the task, but will do so according to the decision of the principal or principal's delegate. This could mean submitting or sitting the task:

- by proxy or electronically,
- prior to the religious festival or
- immediately after the religious festival, on the first day of return to school (default).

A decision on which method is to be used will apply to all students impacted and will, by default, be to allow the task to be submitted or sat after the religious festival has concluded.

Where possible, assessment tasks should not be scheduled for any day during an expected religious festival.

### **6.2.8 Submission of a Task by Proxy**

In extreme circumstances, where a student is absent from school with a genuine reason and still wishes to submit the task on time, s/he may choose to have a task submitted by a parent, sibling or peer. In this case, the proxy selected to submit the task must do so at the beginning of the school day. The task will be signed by a member of the office staff and have the time it was submitted recorded. Tasks submitted by proxy after the start of the school day will be treated as late and normal processes around penalties, Applications Due to Illness or Misadventure and evidence apply, as outlined in Section 7.

Where a student is absent from school with a genuine reason and still wishes to submit the task on time, s/he may choose to deliver the task to the front office to be passed to the teacher. In this case, the student must submit the task at the beginning of the school day and request that the office staff time-stamp and sign the front of the assessment task. Tasks submitted by an absent student after this time or tasks that have not been time-stamped and signed will be treated as late

and normal processes around penalties, Applications Due to Illness or Misadventure and evidence apply, as outlined in Section 7.

Generally, however, if a student is well enough to submit a task in person, then they would be considered well enough to attend school. No student is expected to risk their own health or safety to submit a task on time.

### **6.2.9 Reasonable Expectations for Submitting a Task – Risk to Health and Safety**

There is no expectation that a student will risk their own health or safety to submit or sit an assessment task. If a student is genuinely ill, if there is any risk that a student's health may be negatively impacted, if an illness may become significantly worse or if a student's safety is at risk by submitting or sitting an assessment task, the expectation is that the student would submit or sit the task on their return to school and that the Application Due to Illness or Misadventure process be followed, as outlined in Section 7.3.

### **6.3 Tasks Completed Over a Number of Periods**

Some tasks will require a number of periods to be completed by an entire cohort. These will generally be tasks of a more practical nature, rather than hand-in assignments, class tests or examinations. Such tasks could include:

- oral or performance tasks,
- group tasks, or
- practical works.

For details about submitting or completing these tasks, refer to Section 6.4.3.

#### **6.3.1 Oral or Performance Tasks**

Students must be ready to present oral/performance assessment tasks on the specified due date. Students must show their teacher evidence that the task has been completed and is ready for presentation on the due date.

This may take the form of a written submission of what will be presented orally, inspection of a copy of the speech or script for the performance or submitting a PowerPoint that will constitute the presentation component of a task. No additions or amendments may be made after this time.

In many cases, the actual oral/performance presentations by students may take several periods over a number of days. On the specified day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students must complete the task during the specified time. They may not negotiate a later time to gain an unfair advantage over other students and may not continue to work on the task after the first period of presentations.

#### **6.3.2 Group Tasks**

Group tasks are to be completed on the specified due date. If a group member is away, the teacher or marker will decide on the most appropriate course of action. This may include the completion of the task by the remaining group members, in which case their component will be marked, or a postponement of the task until the entire group is present. Either course of action requires the completion of the correct procedures for the student being absent from a task,

including the supply of appropriate documentary evidence to explain the absence. See Section 7 for specific details about this process.

In cases where group tasks are presented over a number of periods, the same rules apply as for oral or performance tasks.

### **6.3.3 Stage 4 Major Works or Practical Tasks with a Number of Components**

NESA guidelines clearly identify that, where limits apply to the number of assessment tasks in a Stage 5 or Stage 6 course, no task can be made up of multiple components that could be interpreted as separate tasks. At times, however, a Stage 4 practical subject may require smaller practical components to be delivered to make up the entirety of the assessment task. In these cases, Assessment Schedules and Assessment Notifications will clearly indicate the timing of and marks allocated for each component.

In such cases, individual components will be submitted on the specified due date and, in the case that a component is not submitted, that component will be deemed late or not completed. Other components may still be submitted on time and marked, but the sum of the task submission must represent a “reasonable attempt”, or the entire task will be deemed a “non-serious attempt”. A reasonable attempt in these circumstances would typically constitute the submission of components attracting a mark in excess of 50% of the total mark.

### **6.3.4 Practical Works**

NESA rules clearly state that all Higher School Certificate Practical Works must be submitted by a specific time and a specific date. No work is to be completed after this time, even where works are not collected or marked until a later date.

James Busby High School deems these rules to cover all major works completed for formal assessment in every subject and in every cohort. That is, practical works that form part of a formal assessment process for courses from Years 7-12 will be submitted by the due date and, if specified, the due time, even in circumstances where the task is not marked until sometime later.

Students should not be removed from other classes to complete practical works and will not be removed for this purpose without the specific consent of the teacher and Head Teacher of the subject impacted. It is an expectation that students will complete practical works for all subjects in the timetabled class time of that subject, at home, or in designated break times as arranged with teachers of those practical subjects.

## **6.4 Malpractice**

Malpractice is dishonest behavior by a student which provides an unfair advantage over others. Malpractice is not acceptable from any student in any year group and clear and serious consequences will result if malpractice is found to have occurred, as outlined below.

### **6.4.1 Malpractice in a Test or Examination**

A zero mark will be recorded for malpractice in those tests or examinations which are Assessment Tasks.



Malpractice in a test or examination is defined as failure to comply with examination requirements, including:

- failure to follow a teacher or supervisor's instructions,
- communicating with other students during the test or examination,
- disturbing the work of other students or the test or examination itself,
- cheating by reference to other's work or to prepared work brought into the test or examination and
- taking unauthorised equipment, devices or materials into a test or examination room.

No books, papers, notes, MP3 players, mobile phones or equipment other than that permitted by the teacher or supervisor may be taken into the test or examination room. Approved calculators or electronic translators for specifically identified tests or examinations will be allowed. Failure to follow these rules will result in the awarding of a zero for the test or examination. A list of permitted and banned equipment and material is provided to all students before formal examination periods begin in Years 9-12.

### **6.4.2 Malpractice in an Assessment Task**

A zero mark will be recorded for malpractice in those class-tasks which are Assessment Tasks.

Examples of malpractice in Assessment Tasks are:

- copying, buying, stealing or borrowing someone else's work in part or whole and presenting it as your own,
- using materials from books, journals, CDs or the internet without acknowledging the source,
- submitting work that contains a large contribution from another person, such as a parent, a coach or subject expert, that is not acknowledged and
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals.

Before a student is enrolled into Year 11 (Preliminary HSC) courses, they must undertake a program titled '*All My Own Work*'. This course deals with matters of malpractice and other cheating in Assessment Tasks.

### **6.4.3 HSC Malpractice Register**

When a student is penalised marks or receives a mark of zero due to malpractice in an HSC Assessment Task, the malpractice will be reported by the teacher to the Head Teacher Secondary Studies. This malpractice will be reported by the Head Teacher Secondary Studies to NESA via the *Register of Malpractice in HSC Assessment Tasks*, located within JBHS's Schools Online account.

## **7. Late Tasks and Non-Submitted Tasks**

### **7.1 Submitting Tasks on Time**

It is expected that students will sit or submit all tasks on the due date and at the due time. Students may choose to submit a task (other than in-class tasks and oral tasks) after the due date but no marks will be awarded, as outlined in Section 7.2.

### **7.2 Penalties for Late or Unsubmitted Tasks**

If a student fails to sit or submit a task, or sits or submits a task late, a mark of zero will be awarded. There is no provision for the deduction of marks for late tasks.

An *Application Due to Illness or Misadventure* can be completed and submitted by a student, but there is no guarantee that the application will be accepted. Therefore, students should, as far as possible, make every attempt to sit or submit a task on time and then apply for Illness or Misadventure afterwards if required. See Section 7.3 for further information on completing an Application Due to Illness or Misadventure.

### **7.3 Application Due to Illness or Misadventure**

All students have the right to speak to their Class Teacher, the Head Teacher or the Head Teacher Secondary Studies if they feel they have a genuine reason for submitting a task late or not at all. The process and rules around this process are outlined in Section 7.3.4. However, some aspects of the process are common across the entire school. This includes the following information.

#### **7.3.1 Reasons a Student MAY Apply for Illness or Misadventure Consideration**

Sometimes a student may encounter genuine circumstances that prevent them from submitting a task on time. Some of these circumstances MAY include:

- having an illness,
- being involved in a serious accident,
- being a victim of crime,
- experiencing a death in the family,
- experiencing trauma from other unforeseen events or
- other extreme circumstances not already covered.

#### **7.3.2 Reasons a Student may NOT Apply for Illness or Misadventure Consideration**

The following list outlines examples that are not reasonable excuses for a student to apply for Illness or Misadventure. That is, these are reasons that will generally NOT be accepted as an excuse for the late submission or non-submission of an assessment task. This list is for purposes of example only and is not exhaustive.

Some of these circumstances include:

- technology malfunction, including lost storage devices, broken printers including a lack of ink, internet outages (except for emergency cases where proof can be provided), computer failure, data backup failure
- lost notes, drafts or final work

- absence from school, unless it is formally approved leave and appropriate forms have been collected, completed and submitted and this has been discussed with the Head Teacher Secondary Studies. Please see Section 8 for further information about this.
- relationship problems
- difficulties in preparation or loss of preparation time as a result of an earlier illness
- loss of study time
- long term illnesses such as glandular fever, unless you suffer a flare up of the condition during the examination or when the assessment task is due
- the same grounds for which you received disability provisions, unless you experience additional difficulties during the examination or assessment task period
- misreading an examination or class timetable
- other commitments, such as participation in entertainment, work, sporting events or other school programs or attendance at examinations conducted by other educational organisations. (If an examination or assessment task clashes with any other genuine fixed school commitments, arrangements should be made with the Head Teacher / Classroom Teacher prior to the examination or task.)
- Illness or misadventure without appropriate supporting documentation.

### **7.3.3 Acceptance of Applications Due to Illness or Misadventure**

An Application for Illness or Misadventure can be completed and submitted by a student, but there is no guarantee that the application will be approved. Therefore, students should, as far as possible, make every attempt to sit or submit a task on time and then apply for illness or misadventure afterwards if required. A student should not assume that an application to have their late task marked will be accepted because this creates a risk that the student will rely on the success of an application, miss the task and then have their application rejected.

For oral tasks or in-class tasks, limited provision is available to re-sit the task, so every attempt must be made to complete the task on the set date. If permission is given to re-sit an in-class task, an alternative task may be used in place of the original task. This will be at the teacher's discretion.

A student should not attempt to sit or submit a task if their health or safety would be seriously impacted.

The process for applying for Illness / Misadventure is different for each year group, as is the process for deciding on the validity of applications. See Section 7.3.4 for details.

### **7.3.4 Appropriate Forms for an Application Due to Illness or Misadventure**

Students in Years 7-9 will need to collect the form titled '*Application Due to Illness or Misadventure – Years 7, 8 and 9*' from their teacher and complete it, attach documentation and return it to their teacher. The process will then be handled at a faculty level.

Students in Years 10-12 will need to collect the form titled '*Application Due to Illness or Misadventure – Years 10, 11 and 12*' from the Head Teacher of the subject, complete it, attach documentation and return it to the Head Teacher.

These forms can also be collected from the Head Teacher Secondary Studies but must be returned to the appropriate teacher or Head Teacher. For this reason and for purposes of open communication and assistance, forms should be obtained through the faculty concerned.

#### **7.4 Submitting or Sitting a Task After an Absence**

A student is required to submit an assessment task they have missed or be prepared to sit an in-class task they have missed on the very first day that they return to school. If the student does not have the particular subject in which they missed a task on the first day of their return, then they are required to see the teacher or Head Teacher of the subject on the first day of their return to either submit the task or negotiate a time to sit the in-class task they missed. It is the student's responsibility to complete this process and, if a student neglects to do so and waits until the next day that they have the subject, the task will be considered to be submitted late and normal processes for the late submission of a task will follow, as outlined in Section 7.2.

If permission is given to re-sit an in-class task, an alternative task may be used in place of the original task. This will be at the teacher's discretion.

#### **7.5 Applications for an Extension of the Due Date**

Extensions to assessment task due dates will not be provided to individual students, except for provisions covered under *Extended Leave* in Section 8 and *Applications Due to Illness or Misadventure* in Section 7.3.

Apart from the circumstances covered above, if an extension to the due date of an assessment task is to be provided to one student, it will also be extended to the entire cohort. In this case, a Notification of a Change to an Assessment Task will be distributed to students.

#### **7.6 Applications for Confidential Wellbeing Concerns**

In rare and extreme situations, a student may have serious wellbeing grounds, not supported by documentation, preventing them from sitting or submitting an assessment task on time or at all. In these situations, an *Application Due to Illness or Misadventure* can be submitted with the Head Teacher Secondary Studies, Head Teacher(s) Welfare, Deputy Principal or Principal providing information to support the application. In cases where confidentiality is required, evidence may not be recorded on the application, but approval of the application will be given by the Principal, with this approval recorded on the application.

## 8. Extended Leave

### **8.1 Extended Leave - Travel**

At times, it may be necessary for a student to apply for leave for domestic or international travel purposes. This should be avoided where possible so that a student's education is not negatively impacted. Where it is unavoidable, an application must be made to the school for permission to take such leave. This is compulsory and forms a part of the assessment process at JBHS. A student must have Extended Leave for Travel approved to be able to reschedule assessment tasks.

#### **8.1.1 What the Department of Education Says About Extended Leave - Travel**

The Department of Education clearly identifies that travel, both domestic and international, should not be conducted during the school term. The *Student Attendance in Government Schools – Procedures (School Attendance Policy 2015)* document makes a number of statements that should be considering when applying for Extended Leave for Travel. They include (with policy reference):

- A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons, which (sic.) should be specified on the Application (Section 14.3)
- Principals should consult with parents about the intention of the travel and in the case of family holidays encourage parents to take holidays with their child during school vacation periods. (Section 14.5)
- Where a principal considers that the travel is appropriate during school term, the principal should issues (sic.) the parent with an Application for Extended Leave – Travel for completion and inform the parent that if the Application is accepted, the absences will be recorded as “L” – Leave. (Section 14.6)
- Principals should request travel documentation, such as travel itinerary or e-ticket, and ensure this is attached to the Application. (Section 14.7)
- Principals may decline to accept a parent's Application for Extended Leave – Travel. (Section 14.10)

#### **8.1.2 Procedures for Applying for Leave – Students and Parents**

Following the correct procedures for an Application for Extended Leave – Travel is the responsibility of the parent and student. The following procedures must be followed, with the next step only addressed with the completion of the previous step. A parent / carer must:

1. Contact the school principal to discuss the intention to apply for leave.
2. Collect an *Application for Extended Leave – Travel* form from the school office.
3. Return the completed form to the front office with appropriate travel documentation attached, such as a travel itinerary or e-ticket.
4. Await the approval of leave.
5. Collect and complete a *JBHS Application for Principal's Leave* form from the front office.
6. Return the completed form to the front office, where a copy will be retained, and the original will be returned to the parent / carer.

Students and parents should not assume that an Application for Extended Leave – Travel will be approved.

### **8.1.3 Timing of Applying for Extended Leave - Travel**

All leave must be applied for and approved at least two weeks prior to the leave period beginning.

Students and families must manage leave requests in consultation with class teachers and faculty Head Teachers.

### **8.1.4 Extended Leave (Travel) During an Assessment Task**

Students are expected to be at school for the duration of the school term and should, therefore, make it a priority to be at school for every assessment task. It is acknowledged, however, that in rare circumstances leave may be required during a period when an assessment task is due. This should be avoided wherever possible. In cases of illness or misadventure, then procedures outlined in Section 7.3 should be followed.

Students should discuss how a request for leave may impact assessment tasks with their class teacher and the faculty Head Teacher at least two weeks prior to the leave. If Extended Leave – Travel is approved, all assessment tasks due during the period of leave must be completed prior to the leave commencing, or submitted electronically by the due date and time if arranged with the consent of the teacher or Head Teacher. At the discretion of the teacher and / or Head Teacher, an assessment task in the form of a class test or examination may be completed on the student's return if there are concerns about the readiness of test/examination papers or test/examination paper security.

In the case of Extended Leave – Travel being approved, a student must make arrangements with the teacher and / or Head Teacher for an alternative time and / or task for any assessment that will be missed. This must be completed at least two weeks prior to the start of the leave period. The class teacher will consult with the Head Teacher on matters of approved Extended Leave – Travel and its impact on a student's assessment.

Students who do not make arrangements at least two weeks prior to the leave and who do not complete the required assessment task prior to taking leave will be penalised for non-completion and, therefore, receive a mark of zero in accordance with this JBHS Assessment Policy.

#### **8.1.4.1 Extended Leave (Travel) During an Assessment Task – Senior Students**

While the requirements outlined in Section 8.5 apply to all students, there are special considerations for students in Years 11 and 12. It is expected that all Year 11 and 12 assessment tasks will be completed at the scheduled time unless students are affected by illness or misadventure. Therefore, it is even more important that Year 11 and 12 students and families manage leave requests in consultation with class teachers and faculty Head Teachers, so that absences during assessment tasks can be avoided or minimised where possible.

In rare circumstances where Extended Leave – Travel is applied for and approved for a senior student, the student must complete the steps in Section 8.3, focussing on the following important aspects:

- Consult with the faculty Head Teacher at least two weeks prior to the scheduled task.
- Obtain an *Application for Principal's Leave* form from the front office and have the form completed by all classroom and Head Teachers for subjects in which an assessment task

will be missed. This form will record and advise of the negotiated time to submit or sit any assessment tasks that will be missed.

- Ensure that all hand-in tasks due during the period of leave are submitted prior to leave commencing or electronically by the due date and due time and that tests or examinations are completed in compliance with the completed *Application for Principal's Leave* form.

Failure to consult within the appropriate time, and failure to comply with task submission requirements, may result in penalties for non-completion and, therefore, the student may receive a mark of zero in accordance with this JBHS Assessment Policy.

### **8.1.5 Unapproved Extended Leave - Travel**

Applications for Extended Leave for Travel may be denied. See Section 8.2. for the Department's advice.

In the case that Extended Leave for Travel is NOT approved, then all assessment tasks need to be completed as scheduled and by the due date. As is the case with all assessment tasks, a student retains the right to submit a task ahead of the due date.

If leave is approved, it is recorded as an 'absence' from school. If leave is not approved, it is recorded as 'unjustified' leave.

### **8.2 Extended Leave for Other Purposes**

Leave applied for by students and parents/carers for purposes other than travel can also be approved and assessment processes modified accordingly. These purposes could include involvement in:

- an apprenticeship program, part or full time
- school approved or school-organised Work Experience
- VET Work Placement
- other school approved activities deemed educationally valid and not covered above.

The application process for extended leave not involving travel is the same as that for Extended Leave – Travel, except no travel documents will be required and no travel-specific forms will need to be completed. Other documentation may be required to show proof of involvement in the program dictating the need for extended leave and a *JBHS Application for Principal's Leave* will need to be completed and submitted in line with Section 8.1.

All requirements for the completion of assessment tasks during the period of extended leave, including due dates and submission requirements for tasks, will be in line with Section 8.1.

### **8.3 Student and Parent Responsibility Regarding Leave – A Summary**

It remains the responsibility of the student and parent to ensure that:

- leave is absolutely necessary, unavoidable and justified.
- there is not an expectation that leave will be approved.
- leave is applied for correctly, appropriately and at least two weeks in advance.
- all appropriate documentation is supplied.
- leave is approved prior to making arrangements regarding assessment tasks.

- if leave is to be approved, the *Application for Principal's Leave* form is collected and completed.
- if leave is not approved, all tasks are completed and submitted as scheduled.
- all assessment tasks due during leave are completed in compliance with the agreement in *Application for Principal's Leave* form.

Failure to adhere to these requirements will result in penalties for non-completion and, therefore, the student will receive a mark of zero in accordance with this JBHS Assessment policy.



# 10. Disability Provisions

## 10.1 Introduction to Disability Provisions

Disability provisions are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room or assessment task. The provisions granted are solely determined by how the student's examination or assessment performance is affected. Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving Disability Provisions for all school-based assessment tasks. NESA determines Disability Provisions for the Higher School Certificate examinations.

Any student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for Disability Provisions.

The definition of 'disability' in the *Disability Discrimination Act 1992* includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Disability Provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation or assessment task. Disability Provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

Students who become ill during an examination period may be eligible to make an illness/misadventure application rather than a Disability Provisions application.

Disability Provisions could include diabetic needs, rest breaks, oral and sign interpreters, computers/laptops or readers and writers. These disability provisions would generally necessitate separate supervision arrangements.

## 10.2 Determining Disability Provisions

The Learning Support Team (LST) will identify students who are entitled to Disability Provisions through internal and/or external assessment. These students must be provided with support as outlined in Section 10.1 wherever possible. Individual members of the Learning Support Team (LST) will be allocated a year group or stage group to coordinate in terms of Disability Provisions.

This list will be published annually or when changes occur. It is the responsibility of each coordinator to oversee processes for the determination and administration of disability provisions in line with NESAs guidelines.

Students will be re-assessed by the LST every two years, or as required, to ensure that students remain eligible for Disability Provisions. This information will be updated on Sentral.

### **10.2.1 Year 7 Disability Provisions**

Eligibility for Disability Provisions for Year 7 students is determined by school-based criteria, except for NESAs testing, which requires compliance with NESAs Disability Provisions guidelines. With Year 7 NAPLAN testing, some Disability Provisions will be approved by the school, but other provisions must be approved by NESAs. Every Year 7 student will be assessed during Term 1 to identify those students requiring Disability Provision.

### **10.2.2 Year 8 Disability Provisions**

Eligibility for Disability Provisions for Year 8 students is determined by school-based criteria.

### **10.2.3 Year 9 Disability Provisions**

Eligibility for Disability Provisions for Year 9 students is determined by school-based criteria, except for NESAs testing, which requires compliance with NESAs Disability Provisions guidelines. With Year 9 NAPLAN testing, some Disability Provisions will be approved by the school, but other provisions must be approved by NESAs.

### **10.2.4 Year 10 Disability Provisions**

Eligibility for Disability Provisions for Year 10 students is determined by NESAs criteria but will be approved at a school level. For Year 10 Minimum Skills Testing, some Disability Provisions will be approved by the school, but other provisions must be approved by NESAs.

### **10.2.5 Year 11 Disability Provisions**

Eligibility for Disability Provisions for Year 11 students is determined by NESAs criteria but will be approved at a school level. For Year 11 Minimum Skills Testing, some Disability Provisions will be approved by the school, but other provisions must be approved by NESAs.

### **10.2.6 Year 12 Disability Provisions**

Eligibility for Disability Provisions for Year 12 students is determined by NESAs criteria and must be approved by NESAs for Higher School Certificate examinations, both written and practical. Applications for Disability Provisions generally open at the beginning of the Higher School Certificate course and close at the end of Term 1. As NESAs Approval for Disability Provisions in Higher School Certificate examinations can be a long process, Year 12 students will be eligible for Disability Provisions in assessment tasks prior to a NESAs ruling on the basis of the application of a school-based approval process based on NESAs application guidelines. That is, the Year 12 Disability Provisions Coordinator, in consultation with the Head Teacher(s) Welfare, will determine the

eligibility of students to receive Disability Provisions based on a realistic expectation of NESAs ruling, supported by strict NESAs criteria.

For Year 12 Minimum Standards Testing, some Disability Provisions will be approved by the school, but other provisions must be approved by NESAs.

To apply for provisions for HSC examinations, schools must submit an online application to NESAs. This application tells NESAs which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

### **10.3 Access to Disability Provisions**

Disability Provisions will be made available to eligible students for all assessment tasks where possible. A student may decline to use the Disability Provisions for which they are eligible, but staff will not deny an eligible student access to Disability Provisions for any task. Where a student is entitled to receive Disability Provisions but refuses, the LST Disability Provisions Coordinator for that grade will record this on Sentral and inform the parent where appropriate.

#### **10.3.1 Administering Disability Provisions**

The Learning Support Team will administer Disability Provisions for examinations and class assessment tasks where staffing permits. In the event that there are no LST staff available, either:

- the classroom teacher may be required to administer the Disability Provisions or
- the task may be completed at an alternative time to allow for Disability Provisions.

These options will only be considered in exceptional circumstances and after consultation with the classroom teacher and relevant Head Teacher.

#### **10.3.2 Administering Disability Provisions in Practical Assessment Tasks**

During practical assessment tasks, the LST members may be asked to assist by guiding students through stations or by monitoring a station. LST members will be clearly advised of what their roles are and must not be expected to have responsibility greater than their training.

Where practical tasks require more than one day, the classroom teacher will keep the LST informed as to when the assessment will begin and every period that it will continue.

## **12. 'N' Award Warning Letters and 'N' Determinations**

### **12.1 Compliant 'N' Determination Procedures and Processes**

JBHS will follow Warning Letter procedures and processes reporting on students failing to meet curriculum requirements in line with *NSW Department of Education (DoE)* and *NSW Educational Standards Authority (NESA)* policy and advice. The following section of the JBHS Assessment Policy clarifies and simplifies this process and stipulates specific steps that are to be followed at a faculty and school level where departmental or other school policies do not specifically cover procedure.

In general, a student will only be permitted to progress to the following academic year if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed by the NSW Education Standards Authority (NESA); and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met.

### **12.2 Specific Stage Policy Breakdown**

Processes to be undertaken in terms of students at risk of not fulfilling course requirements differ according to which individual stage or year group in which they are enrolled. This section outlines procedure for each individual stage.

#### **12.2.1 Stage 4 (Years 7 and 8)**

There is no NESA system for Warning Letters in Stage 4, so reporting to parents is the key requirement when students have missed work. If a student misses an assessment task, homework or class work, the classroom teacher will deal with the student. This will involve warning the student and affording the student the opportunity to catch up on the work in the student's own time. If the problem is either unresolved or involves persistent non-completion, then contact with parents through a letter home and/or telephone call will be required. This will be completed through the school's Sentral system and the formulation of a *Non-Completion of Homework / Assessment Task* letter. Teachers will inform the Head Teacher that this is happening.

JBHS supports regular reporting to parents. All contact with parents will be recorded on Sentral.

A stage 4 student who fails to complete an assessment task on time will receive a mark of zero, unless the Teacher and Head Teacher judge that there are extenuating circumstances, in which case an extension or estimate can be considered if appropriate, in line with the requirements in Section 6 and Section 7. It is important to note that strict rules surrounding the permissibility of late or non-submitted tasks are outlined in Section 7. Welfare issues, as decided by an appropriate Senior Executive and communicated by the Head Teacher Welfare or Year Advisor, may see a classroom teacher being required to award an extension or estimated mark in line with this Assessment Policy.

### **12.2.2 Stage 5 (Year 9)**

Teachers may utilise Stage 5 NESA Warning Letters at this stage for significant breaches by students. Generally, though, the system will be the same as for Stage 4. If a student misses an assessment task, homework or class work, the classroom teacher will deal with the student. This will involve warning the student and affording the student the opportunity to catch up on the work in the student's own time. If the problem is either unresolved or involves persistent non-completion, then contact with parents through a letter home and/or telephone call will be required.

JBHS supports regular reporting to parents. All contact with parents will be recorded on Sentral.

A stage 5 student who fails to complete an assessment task on time will receive a mark of zero, unless the Teacher and Head Teacher judge that there are extenuating circumstances, in which case an extension or estimate can be considered if appropriate, in line with the requirements in Section 6 and Section 7. It is important to note that strict rules surrounding the permissibility of late or non-submission are outlined in Section 7. Welfare issues, as decided by an appropriate Senior Executive and communicated by the Head Teacher Welfare or Year Advisor, may see a classroom teacher being required to award an extension or estimated mark in line with this Assessment Policy.

If an Assessment Task is left unresolved and the use of a NESA 'N' Determination Warning Letter is deemed necessary, then it can be issued at this stage in consultation with the Head Teacher. It is to be seen as a reminder of the seriousness of the non-attempt or non-submission and a means of familiarising appropriate students with the NESA processes involved. Year 9 students will not be 'N' Determined on NESA grounds, however, Year 9 'N' Determination letters may be used to aid in 'N' Determination decisions for Year 10 students at the end of their Stage 5 courses. In general, a student will only be permitted to progress to Year 10 if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed by the NSW Education Standards Authority (NESA); and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met.

### **12.2.3 Stage 5 (Year 10)**

Teachers will utilise NESA Warning Letters (Green) where appropriate. The emphasis will be on utilising these letters as a final option of reporting and rectifying concerns, rather than for discipline purposes. With regards to class work or homework, student inactions will first be followed up with correct classroom procedure before the option of 'N' Determination Warning Letters is exercised.

NESA 'N' Determination Warning Letters should be issued for non-attempts and non-serious attempts for Assessment Tasks and for significant coursework missed or incomplete. Teachers will continue to ensure effective communication with parents/guardians about non-completion issues. All contact with parents will be recorded on Sentral.

NESA 'N' Determination Warning Letters will be required across the duration of the course for a student to be 'N' Determined at the completion of Stage 5. Near the end of the Stage 5 course (with dates to be determined by official NESA deadlines), Teachers and Head Teachers will be required to submit 'N' Determination nominations for students who have not met NESA requirements. A panel consisting of the appropriate Deputy Principal, the Head Teacher Secondary Studies and the Year Advisor will accept or reject all 'N' Determination nominations. For 'N' Determination nominations to be accepted, submissions must include multiple official NESA 'N' Determination Warning Letters covering:

- assessment tasks with a total weighting of 50% or greater missed in a course and/or
- coursework of 50% or greater missed and
- the duration of the course.

Stage 5 Course Warning Letters Green) will be sent for students who:

- fail to attempt an assessment task,
- fail to make a serious attempt at an assessment task,
- fail to complete coursework (in class or at home) in a manner that shows a lack of sustained effort or diligence,
- fail to complete coursework due to unsatisfactory and/or unexplained absences,
- fail to complete significant sections of work due to sustained lack of application or
- cheat in an examination or submit work for assessment that is plagiarised, another person's or deliberately late to gain advantage.

A Year 10 Stage 5 student who fails to complete an assessment task will be subject to action as outlined in this Assessment Policy, with specific focus on Section 7 and Section 8.

In general, a student will only be permitted to progress to Year 11 if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed by the NSW Education Standards Authority (NESA); and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met.

#### **12.2.4 Stage 6 (Year 11)**

Teachers will utilise NESA 'N' Determination Warning Letters (Yellow) where appropriate. The emphasis will be on utilising these letters as a final option of reporting and rectifying concerns, rather than for discipline purposes. With regards to class work or homework, student inactions will first be followed up with correct classroom procedure before the option of 'N' Determination Warning Letters is exercised.

NESA 'N' Determination Warning Letters should be issued for non-attempts and non-serious attempts for Assessment Tasks and for significant coursework missed or incomplete. Teachers will continue to ensure effective communication with parents/guardians about non-completion issues. All contact with parents will be recorded on Sentral.

NESA 'N' Determination Warning Letters will be required across the duration of the course for a student to be 'N' Determined at the completion of Stage 6 Preliminary studies. Near the end of the Stage 6 Preliminary course (with dates to be determined by official NESA deadlines), Teachers and

Head Teachers will be required to submit 'N' Determination nominations for students who have not met NESAs requirements. A panel consisting of the appropriate Deputy Principal, the Head Teacher Secondary Studies and the Year Advisor will accept or reject all 'N' Determination nominations. For 'N' Determination nominations to be accepted, submissions must include official NESAs 'N' Determination Warning Letters covering:

- assessment tasks with a total weighting of 50% or greater missed in a course and/or
- coursework of 50% or greater missed and
- the duration of the course.

In addition, evidence should be provided of:

- efforts to assist the student to complete incomplete coursework or assessment tasks, such as Senior Study Centre Referrals and correspondence with parents/guardians.

A Stage 6 Preliminary student who fails to complete an assessment task will be subject to action as outlined in this Assessment Policy, with specific focus on Section 7 and Section 8.

Preliminary Course Warning Letters (Yellow) are to be sent for students who:

- fail to attempt an assessment task,
- fail to make a serious attempt at an assessment task,
- fail to complete coursework (in class or at home) in a manner that shows a lack of sustained effort or diligence,
- fail to complete coursework due to unsatisfactory and/or unexplained absences,
- fail to complete significant sections of work due to sustained lack of application or
- cheat in an examination or submit work for assessment that is plagiarised, another person's or deliberately late to gain advantage.

In general, a student will only be permitted to progress to Year 12 if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed by the NSW Education Standards Authority (NESA); and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

While NESAs does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met.

### **12.2.5 Stage 6 (Year 12)**

Teachers will utilise NESAs Warning Letters (Blue) where appropriate. The emphasis will be on utilising these letters as a final option of reporting, rather than for discipline purposes. With regards to class work or homework, student inactions should first be followed up with correct classroom procedure before the option of Warning Letters is exercised. NESAs 'N' Determination Warning Letters should be sent for non-attempts and non-serious attempts for Assessment Tasks and for significant coursework missed or incomplete. Teachers will continue to ensure effective communication with parents/guardians about non-completion issues. All contact with parents will be recorded on Sentral.

NESAs 'N' Determination Warning Letters will be required across the duration of the course for a student to be 'N' Determined at the completion of Stage 6. Near the end of the Stage 6 HSC course (with dates to be determined by official NESAs deadlines), Teachers and Head Teachers will be required to submit 'N' Determination nominations for students who have not met NESAs requirements. A panel consisting of the Principal, the appropriate Deputy Principal, the Head

Teacher Secondary Studies and the Year Advisor will accept or reject all 'N' Determination nominations. For 'N' Determination nominations to be accepted, submissions must include official NESAs 'N' Determination Warning Letters covering:

- assessment tasks with a total weighting of 50% or greater missed in a course and/or
- coursework of 50% or greater missed and/or
- the duration of the course.

In addition, evidence should be provided of:

- efforts to assist the student to complete incomplete coursework or assessment tasks, such as Senior Study Centre Referrals and correspondence with parents/guardians.

A Stage 6 HSC student who fails to complete an assessment task will be subject to action as outlined in this Assessment Policy, with specific focus on Section 7 and Section 8.

HSC Warning Letters (Blue) are to be sent for students who:

- fail to attempt an assessment task,
- fail to make a serious attempt at an assessment task,
- fail to complete coursework (in class or at home) in a manner that shows a lack of sustained effort or diligence,
- fail to complete coursework due to unsatisfactory and/or unexplained absences,
- fail to complete significant sections of work due to sustained lack of application or
- cheat in an examination or submit work for assessment that is plagiarised, another person's or deliberately late to gain advantage. Such cases of malpractice will be reported to the Head Teacher Secondary Studies to be added to the *NESA Malpractice Register*.

### **12.3 Points on Policy and Procedure**

The following points are areas of the JBHS Assessment Policy generally, and *Section 12 – 'N' Award Warning Letters and 'N' Determinations* specifically, that should be highlighted to ensure full compliance. Points of focus include:

#### **12.3.1 Appropriate Use of 'N' Award Letters**

The purpose of NESAs 'N' Determination Warning Letters is to report on student failure to adhere to NESAs requirements in terms of assessment, coursework and application.

#### **12.3.2 Steps Before Issuing 'N' Award Warning Letters**

Teachers will endeavour to approach students first and give them the chance to explain their failure to submit an assessment task or complete coursework before issuing Warning Letters. This may not always be possible, particularly with students who fail to complete an assessment task due to absences, but reasonable attempts will be made to discuss issues with the student. Where contact cannot be made with a student who has failed to submit an assessment task, 'N' Determination Warning Letters should be sent despite the lack of communication.

#### **12.3.3 Completion of a Task After a Warning Letter Has Been Issued**

If a student completes a non-submitted assessment task within the re-assigned due date, indicated on the official Warning Letter, the task will be marked and returned to the student. This task will receive a mark of zero but will not count towards the awarding of an 'N' Determination.



This issue will be classed as 'resolved' / 'completed'. However, if the work is still not completed after the re-assigned due date has expired, its non-completion will count towards the awarding of an 'N' Determination in that course.

#### **12.3.4 Issuing a Second Warning Letter for the Same Task**

A second 'N' Determination Warning Letter can be sent for a task or coursework if it is still not completed, but this is not mandatory. If deemed appropriate, work that is still incomplete can be added as a second warning to any further 'N' Determination Warning Letters pertaining to additional tasks or work. The issuing of a second Warning Letter for a task is intended to provide an additional opportunity for a student to rectify a serious situation and, in the case of an 'N' Determination at the completion of the course, will be further evidence of attempts made to assist the student through the course.

#### **12.3.5 Appropriateness of an 'N' Determination Warning Letter**

The important consideration in judging the appropriateness of an 'N' Determination Warning Letter is whether a student is showing "*sustained effort*" and "*diligence*". Students must engage with and attempt course outcomes, but do not need to be achieving all the outcomes of a course. Additionally, a student cannot be issued an 'N' Determination Warning Letter for achieving poor results in a task or an entire course.

#### **12.3.6 Students Catching Up on Incomplete Work**

Students who have failed to complete an assessment task and/or significant coursework will be encouraged to complete work, even to the end of the course, but will not be given an opportunity to by-pass NESAs' "*sustained effort*" or "*diligence*" requirements. Students will not be given a period of time at the end of the course to complete work to remove an 'N' Determination.

#### **12.3.7 Reporting on Attendance Issues**

Poor attendance is not a reason for an 'N' Determination Warning Letter or an 'N' Determination. Absences will be reported in terms of coursework that has been missed. If a student misses an amount of coursework due to an absence that is considered significant, then 'N' Determination Warning Letters will be sent reporting "*Incomplete Coursework*", with the specific content or topic(s) listed.

#### **12.3.8 Consistency**

Consistency is an essential part of this Assessment Policy and all associated processes. All faculties will implement this policy and, in reference to 'N' Determination processes, Section 12 of the policy. The purpose of consistency pertaining to 'N' Determinations is that students are not confused on the basis of an unfair process, inequity or inconsistency.

#### **12.3.9 'N' Determination Record Keeping**

Teachers will keep clear records of 'N' Determination Warning Letters and possible 'N' Determinations by ensuring that all Sentral entries are saved, including updates of status after the creation of form letters, and all marks are recorded to indicate a non-attempt or non-serious

attempt on official faculty markbooks. The Head Teacher Secondary Studies will archive all 'N' Determination nominations, both upheld and rejected, in accordance with the Department's safe handling procedures.

### **12.3.10 Students with a Genuine Reason**

A student who has a genuine reason for failing to complete an assessment task or significant sections of coursework will be provided the opportunity to explain this reason. In Years 10, 11 and 12, the student must obtain an "*Application for Illness or Misadventure*" form from the Head Teacher of that subject, complete it and submit it for consideration with attached documentation in accordance with Section 7. If the appeal is rejected or no suitable documentation is provided, then the normal procedures for dealing with the non-completion of an assessment task or coursework outlined in Section 7.2 will be followed.

### **12.3.11 Consideration for Wellbeing Issues**

At times, specific, unavoidable and short-term wellbeing issues may prevent a student from attempting an assessment task or from completing a task to the best of his/her ability. Wellbeing issues, as verified by the Senior Executive and/or Head Teacher Welfare and communicated by the Year Advisor, may see a classroom teacher being required to award an extension or estimated mark for a student in line with this Assessment Policy.

Similarly, any aspect of this policy may be suspended on wellbeing grounds if a situation is regarded as serious enough by an authorised person, as listed above.

### **12.3.12 Non-Attendance and 'N' Determinations**

Students who regularly or always avoid attending classes will remain a part of this process and 'N' Determination Warning Letters and 'N' Determination nominations must be completed for them in line with this Assessment Policy.

### **12.3.13 Sustained Effort and 'N' Determinations**

For an 'N' Determination to be upheld, there will need to be evidence of 'N' Determination Warning Letters across the duration of the course, not just a brief period of the course. This is a NESAs requirement.

## **12.4 Practical Considerations Regarding Warning Letters and 'N' Determinations**

Certain practical aspects need to be considered when issuing 'N' Determinations and weighing the merits of awarding an 'N' Determination to a student. These are outlined below.

### **12.4.1 Reporting on Coursework**

For course work, teachers will not write 'N' Determination Warning Letters for individual pieces of work. Teachers will group sections or units of work together for the purposes of reporting via 'N' Determination Warning Letters. Rather than individual activities or questions being highlighted, topics, chapters or sections of work will be identified. All warnings related to absences will be reported in terms of the coursework or assessment task(s) missed.

### **12.4.2 Provision of Time to Address Concerns**

Teachers will provide THREE weeks for a student to complete work when writing 'N' Determination Warning Letters, thus allowing a week for the delivery of letters to their homes and two weeks to complete the work. Teachers will include a date for the completion of tasks or coursework that is three weeks from the date of the letter.

### **12.5 'N' Determinations and Warning Letters for Life Skills Courses**

Students studying Life Skills courses will be subject to the same 'N' Determination processes as outlined above. Section 11 of this policy provides additional details relevant to Life Skills courses but, where specific information is not provided, general information under Section 12 will apply.

## 13. Examinations

### 13.1 Examinations as Assessment

Examinations form one part of assessment and become more important as a component of assessment in Years 10 – 12. For Year 10, 11 and 12, NESAs stipulates the amount of assessment tasks that can be examination-based tasks and the total weightings that examinations can make up. These requirements will be adhered to in the process of planning, producing and implementing assessment schedules.

### 13.2 Annually Recurring Examination Schedules

The following table outlines the JBHS Examination Schedule that will form the basis of examination-based assessment each year. Students should still check Assessment Schedules carefully to ensure that no changes have occurred.

Term	Usual Week	Exams	Notes
3	5-6	Year 12 Trial HSC	
3	9-10	Year 11 Yearly	If Term 3 is 11 weeks, exams will be in Weeks 10-11.
4	1-2	Year 10 Yearly	Including timetabled mandatory and elective exams.
4	5	Year 9 Yearly	Including timetabled mandatory and elective exams

### 13.3 Requirements of Teachers in Preparing and Administering Examinations

When preparing and implementing examinations, teachers will:

- follow the guidelines for setting quality assessment tasks,
- ensure examinations differentiate for all students and allow for questions to challenge a range of learner interests and abilities,
- ensure confidentiality for questions and papers,
- complete the examination cover sheet before submitting papers for printing,
- submit papers for printing at least one week before the exam period begins,
- ensure students know how to do the examination (exam strategy and process) and have a written outline of the topics, content, understandings and skills that will be tested via an official Assessment Notification,
- ensure exams follow faculty, JBHS, NESAs and Department procedures for maintaining consistency in marking and
- provide detailed feedback to assist students to improve their examination performance.

### 13.4 Examination Rules

Strict examinations rules exist to allow proper assessment of students under examination conditions. Although most examination rules are based on common-sense requirements for the effective running of a formal assessment task, there are examination rules specific to the senior and the junior school. A copy of the *Senior School Examination Rules* and *Junior School Examination Rules*, as distributed to students, is included in the Appendices of this Assessment Policy. See Appendix 2.

## **14. School-Based Assistance**

### **14.1 The Nature of School-Based Assistance**

Assistance is available to students who have experienced or are experiencing difficulties with completing assessment tasks on time or to the best of their ability. Assistance is also available to students who have not completed a task on time or at all to address this issue and avoid the possible awarding of an 'N' Determination at the completion of a course. The nature of the assistance is outlined in Section 14.3.

### **14.2 Additional Assistance Available to Students - Previously Outlined**

Many of the assistance options available to students have been outlined in previous sections of this policy. They include:

- Disability Provisions
- Applications Due to Illness or Misadventure
- Applications for Extended Leave - Travel
- Access to Learning Support Staff
- Access to Life Skills Courses (with strict qualification requirements)

### **14.3 Additional Assistance Available to Students**

A range of assistance options is available to students who need assistance with assessment tasks. They include:

- JBHS Study Centre
- HSC Mentoring
- LST Self-Referral
- Student Referral to Study Centre
- Senior Half-Day Monday
- Senior Study Periods
- Assessment Planners
- Additional Staff

#### **14.3.1 Additional Assistance Available to Students - JBHS Study Centre**

James Busby High Schools offers a study centre on Tuesday, Wednesday and Thursday afternoons (3.00pm-5.00pm) in the school library free of charge. The JBHS Study Centre is available to students to access an appropriate environment and qualified teaching staff to assist them with assessment tasks and homework generally. Students from Years 7-12 are invited to attend the JBHS Study Centre on a regular or casual basis to obtain individual or group assistance with tasks. Attendance at the JBHS Study Centre is arranged via the completion of appropriate documentation.

#### **14.3.2 Additional Assistance Available to Students – HSC Mentoring**

James Busby High Schools offers an HSC Mentoring Program on Tuesday, Wednesday and Thursday afternoons (3.00pm-5.00pm) in the school library free of charge. The JBHS HSC Mentoring Program is available to students to access an appropriate environment and qualified

teaching staff to assist them with advice with assessment tasks and homework generally. Students from Years 11-12 are invited to make use of the JBHS HSC Mentoring on a regular or casual basis to obtain individual or group assistance with tasks. HSC Mentoring is arranged through appointment with the relevant teacher and the completion of appropriate documentation and parental permission.

### **14.3.3 Additional Assistance Available to Students – LST Self-Referral**

While the JBHS Learning Support Team works mainly with students identified through school testing and teacher observation and referral, students are able to seek assistance from the Learning Support Team through self-referral. While priority will be given to students identified through formal testing processes, a student who feels they are in need of LST assistance with an assessment task may seek advice from the Head Teacher(s) Welfare to do so. Where time and resources are available, assistance will be provided to the student.

### **14.3.4 Additional Assistance Available to Students – Student Referral to Study Centre**

Staff are able to refer students from Years 7-10 to the after-school study centre if they are not meeting the requirements of a subject. This referral could be due to missed work resulting from persistent lateness, truancy or a lack of application to class work, or could involve the non-completion of assessment tasks. These referrals are made through the JBHS Librarian, who will notify the student and send a letter to notify the parent or carer. While attendance at the study centre in the case of a referral is not mandatory, it is requested that parents and carers assist in attempting to have students complete course work and qualify for the relevant credential by supporting the referral.

Further, referral to the JBHS Study Centre will be evidence of the school's attempt to support a student to qualify for the appropriate course credential.

### **14.3.5 Additional Assistance Available to Students – Senior Half-Day Monday**

All students in Years 11 and 12 are timetabled to finish scheduled classes at 12.00 on a Monday. The purpose of the additional "free time" available to senior students is that they can engage in other avenues for their studies, including Extension courses, practical components of senior subjects and/or additional study time. The school library is available for any student wishing to use the resource for additional study or for the completion of assessment tasks. Students who wish to make use of the school library at this time can do so to complete tasks but must still follow all school rules and procedures as if they were in attendance for a normal school day.

Students must have permission from a parent / caregiver to leave school at 12.00 on a Monday and must also return appropriate documentation. The Senior Half-Day Monday is to be accepted as a privilege which can be withdrawn by the school at any time.

### **14.3.6 Additional Assistance Available to Students – Senior Study Periods**

A Year 11 or Year 12 student studying an extension course or a Year 12 student who has dropped a course to study 10 units will have "Study Periods" on their timetable. This is a series of timetabled periods during which students must attend the library or sit in the back of the classroom of the subject they have dropped in the event that the library is closed to students. These periods are to be used by students to complete private study and to complete assessment tasks.

### **14.3.7 Additional Assistance Available to Students – Assessment Planners**

All students in Years 7-12 are provided with a copy of the year-specific Assessment Booklet outlining all assessment tasks to be completed across all courses during the year. Included in each Assessment Booklet is a copy of the JBHS Assessment Planner. Students are encouraged to transfer all information pertaining to assessment tasks in their own courses across to their personal Assessment Planner to allow clear access to dates for upcoming tasks.

One Wellbeing Meeting will be set aside for each year group to complete this process of transferring assessment information to personal Assessment Planners.

### **14.3.8 Additional Assistance Available to Students – Additional Staff**

Many staff members are employed at James Busby High School to either directly or indirectly assist students to complete assessment tasks or to deal with the pressures related to assessment processes. Students are responsible for seeking the assistance of these staff members for issues that go beyond the general assistance provided at a school level to entire cohorts of students. The staff who students may wish to consult regarding individual issues include:

- Head Teacher Secondary Studies
- Year Adviser(s)
- Deputy Principal(s)
- Head Teacher(s) Welfare
- Members of the Learning Support Team
- Librarian and other Library Staff
- Careers Adviser

## **16. Vocational Education and Training (VET) Subjects (Stage 6)**

### **16.1 What Are Vocational Education and Training (VET) Courses?**

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers, such as TAFE NSW and Universities, and will assist students to move between various education and training sectors and employment. Public Schools NSW, Ultimo, is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications.

Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or, occasionally, simulated workplace hours at school.

### **16.2 How Are VET Courses Assessed?**

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge). Students who have successfully achieved competencies will have the skills and knowledge they need to complete workplace activities in a range of situations and environments and to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all of the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the competencies achieved for the VET course undertaken.

#### **16.2.1 VET and Competency-Based Assessment**

VET subjects are assessed in the same manner as all other subjects. However, as VET subjects are based on the achievement of competencies, students who attempt an assessment task and are deemed 'not yet competent' shall be allowed further opportunities at an agreed time, as long as practical considerations permit. Such considerations include:

- the availability of an assessor
- cost and availability of resources required
- WH&S requirements
- sufficient time

VET framework courses include a mandatory work placement component as required by NESA. Failure to complete this placement will result in an 'N' Award Warning Letter and, if not completed, an 'N' Determination for that course.



### **16.3 NESAs Requirements Related to VET Subjects**

Students undertaking a VET course must meet the requirements of NESAs for the award of the Higher School Certificate along with the requirements of the AQF for the award of a certificate of attainment or statement of attainment.

NESA has mandated work placement as a requirement of the HSC. Students must complete the hours of work placement required for the course undertaken as part of the assessment process.

### **16.4 Recognition of Prior Learning (RPL) As Assessment Achieved**

Recognition of Prior Learning is a way of giving students an opportunity to demonstrate their skills and understanding, considering when, where and how learning was undertaken. By undertaking the process individuals can gain credit towards a qualification based on prior achievements. Workplace Learning is the most common area of RPL for secondary students, however, RPL should not be limited to this aspect only if competency is evidenced. Prior learning which is relevant to the course should be recognised within the context of the qualification being sought.

Acceptable forms of evidence of Prior Learning include:

- relevant documentation from a recognised RTO, such as competency records
- references from previous employers
- work samples.

The JBHS VET coordinator can provide the forms and more details of the recognition process.

### **16.5 Competency-Based Assessment – Additional Information**

Following is a detailed explanation of the nature, processes and purposes of competency-based assessment. Students should seek additional information from the JBHS VET Coordinator if required.

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.
- Demonstrating competence means that a student can consistently perform the task or show an understanding to the level required by the industry standards.
- When a student successfully demonstrates competence against a particular standard s/he will be judged as "competent". There is no pass/fail. A student is either "competent" or "not yet competent".
- The units of competency a student achieves will lead to an AQF qualification or Statement of Attainment.
- Assessment is the process of identifying, gathering and interpreting information about student learning.
- Teachers will usually organise numerous chances for students to demonstrate a competency.
- A student may seek further opportunities to demonstrate competencies but these need to occur without disruption to the work of fellow students.

- Assessment tasks in VET courses follow the same rules and procedures as other Preliminary/HSC courses. However, assessment marks are only used in the case of illness or misadventure for the optional HSC exam
- The final assessment must cover all the course objectives including those objectives measured by the HSC examination.
- All students are expected to carry out all assessment tasks in each course.
- ‘N’ Determinations are still awarded for non-completion of assessment tasks and non-serious attempts of tasks.
- In the case of VET courses, assessment can span over the Preliminary and HSC course without distinction between the two courses of study.

## **16.6 ‘N’ Determinations in VET Courses**

A student will be ‘N’ Determined in a VET course in line with the processes outlined in Section 12 for one, two or all of the following:

- Non-completion of assessment tasks
- Non-serious attempts at assessment tasks
- Failure to complete Work-Placement requirements

## **16.7 Assessment Schedules for VET Courses**

All assessment in VET Frameworks is continuous. Therefore, Assessment Schedules will be presented in the same format as all other courses, but dates for tasks will be estimates and will be used as a guide only. The specific date for assessment of “Assessment Task Clusters” will be provided by the teacher at the appropriate time using the generic format of *JBHS Notification of Assessment Task* documents, as outlined in Section 5.1.3.

## **16.8 Appeals**

If a student believes that they have not been fairly assessed in a VET course, they have a right of appeal. Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- They were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way.
- They were ill or suffered misadventure at the time of assessment. (This must be supported by appropriate documentation as outlined in Section 7.3.)

If a student believes they have not been assessed fairly, they should firstly discuss it with their class teacher. If the student is still not satisfied, they should discuss it with the Head Teacher and/or School VET Coordinator within 10 days of the warning letter.

If the student is still not satisfied, they may choose to discuss the matter with the school Principal. The student must lodge a formal appeal in writing to the Principal. Appeals must be lodged within five days from the date of assessment. A decision on an appeal will be made by an Appeals Committee consisting of the Head Teacher Secondary Studies, relevant Head Teacher, Year Adviser and Deputy Principal.

If the student is still not satisfied, they may choose to write to the Chief Executive of the Registered Training Organisation.

Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. Appropriate forms can be collected from the JBHS VET Coordinator.

### **16.9 VET Reports**

Students receive a VET report twice a year. The VET report identifies competencies that have been delivered and achieved as well as work placement hours completed. Students will be given feedback concerning their progress through access to competency records and through verbal and written feedback from their teacher.

## **17. Further Information Specific to Senior Year Groups**

### **17.1 Further Information Specific to Year 12 Students**

In addition to all information provided in Section 5 and Section 6, under the heading “Assessment Procedures”, the following information relates to all student assessment in HSC courses (Year 12).

#### **17.1.1 HSC Assessment Timeframe**

The HSC is studied over two distinct courses: Preliminary and HSC. The Preliminary course is undertaken in Terms 1, 2 and 3 in Year 11 and the HSC course spans Term 4 and Terms 1, 2 and 3 in Year 12. Assessment for the HSC is undertaken according to these timeframes accordingly.

To be eligible for the award of the HSC, students must satisfactorily complete 12 units of the Preliminary course and at least 10 units of the HSC course with a minimum total of 22 units.

The assessment criteria for the two courses are completely separate. The Preliminary course is a necessary pre-requisite for the HSC course, however, the preliminary assessment marks do not count towards the HSC assessment mark submitted to the New South Wales Educational Standards Authority (NESA). In Mathematics, up to 30% of the HSC examination content may come from the preliminary course.

The HSC will show two marks: the examination mark and the assessment mark. The moderated assessment mark and the examination mark each comprise 50% of the total HSC result. Therefore, the school assessment is worth 50% of the final result.

At the end of the course, the marks for each course are aggregated, using appropriate weightings, to arrive at a final assessment mark for each student. These assessment marks are then submitted to the New South Wales Educational Standards Authority (NESA) and students receive only their rank for their final school report.

#### **17.1.2 Do Students Have to Attempt All Assessment Tasks?**

Yes. NESA expects students to attempt all Assessment Tasks. Students must make a genuine attempt at Assessment Tasks which contribute to in excess of 50% of the available marks. If this requirement is not met, the course will not be deemed as satisfactorily completed.

Students should note that internal assessment tasks will not necessarily cover the entire range of syllabus outcomes but will cover a representative sample of the outcomes for the entire course. Similarly, the HSC examination for each subject will not seek to cover every outcome from the syllabus.

### **17.2 Further Information Specific to Year 11 Students**

In addition to all information provided in Section 5 and Section 6, under the heading “Assessment Procedures”, the following information relates to all student assessment in Preliminary courses (Year 11).

### **17.2.1 Preliminary HSC Assessment Timeframe**

The HSC is studied over two distinct courses: Preliminary and HSC. The Preliminary course is undertaken in Terms 1, 2 and 3 in Year 11 and the HSC course spans Term 4 and Terms 1, 2 and 3 in Year 12. Assessment for Preliminary courses is undertaken according to these timeframes accordingly.

To be eligible for the award of the HSC, students must satisfactorily complete 12 units of the Preliminary course and at least 10 units of the HSC course with a minimum total of 22 units. As most students will study only 12 units in Yr 11, an 'N' Determination in one subject will seriously jeopardise their ability to qualify for an HSC.

The assessment criteria for the two courses are completely separate. The Preliminary course is a necessary pre-requisite for the HSC course, however, the preliminary assessment marks do not count towards the HSC assessment mark submitted to the New South Wales Educational Standards Authority (NESA). In Mathematics, up to 30% of the HSC examination content may come from the preliminary course.

## 18. The Record of Student Achievement

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

A Record of School Achievement:

- is awarded to students who leave school after completing Stage 5 (Year 10) but before completing the HSC.
- shows a student's achievements up until they leave school.
- is based on moderated, school-based assessments.
- is a record of courses they have attempted.
- is a record of the date of leaving school.
- offers voluntary literacy and numeracy tests for students leaving school.
- offers optional reporting of extracurricular achievements.

Student eligibility for a RoSA include the following:

- Students who are eligible and leave school before receiving the HSC.
- A student receiving the HSC can also request a copy of their Record of School Achievement.
- Students in Year 11 or 12 not leaving school can access a transcript to use when seeking casual work, apprenticeships or TAFE enrollment. This is not an official credential.

### **18.1 RoSA Eligibility**

To be eligible for the NSW Record of School Achievement, students must have:

- Attended a government school or accredited non-government school within NSW, or a school outside NSW recognised by the NSW Educational Standards Authority (NESA).
- Satisfactorily completed NESA-approved courses of study.

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

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

This includes ensuring that students have:

- Satisfactorily completed the school-based assessment program; and
- Satisfied attendance expectations.

If a student is 'N' Determined in a mandatory Year 10 course, they will be ineligible for a RoSA prior to the completion of Year 11.

### **18.2 What is Included in the Record of School Achievement at the End of Year 10?**

The ROSA credential will report on student's achievements in Stage 5 using A to E grades. Core and elective subjects that have been satisfactorily completed in Stage 5 will be reported with a school determined grade. Other mandatory curriculum requirements met will also be listed.

### **18.3 Obtaining a Copy of the RoSA**

A RoSA will only be issued when a student officially leaves school. When a student officially ceases their enrolment with the school, the Head Teacher Secondary Studies will apply for a RoSA on the student's behalf and it will be available for the student to access through his or her NESAs Students Online account. The school cannot issue or access a student's RoSA. The school can access a copy of the student's e-record once the enrolment has ceased and a student can access a copy of their own e-record at any time during enrolment via their NESAs Students Online account.

## **20. Appeals and the Appeals Committee**

### **20.1 Right of Appeal**

A student has the right to appeal the decision of a teacher or a faculty with regards to assessment. Appeals will be against process only and not about individual marking or subject-based issues. Before appealing, a student should be familiar with the contents of this Assessment Policy, as rulings by the Appeals Committee will be decided based on:

1. the content of this policy or
2. where the policy is not explicit, a reasonable interpretation of this policy or
3. where the policy does not address the concern, a reading of the intent of the policy.

### **20.2 How to Appeal**

A student will first raise any concerns with the application of this policy to their classroom teacher. If concerns are not addressed to the satisfaction of the student, then s/he will speak to the Head Teacher about the concern. If concerns are still not addressed to the satisfaction of the student, s/he may elect to appeal the decision or handling of the concern to the Appeals Committee. This appeal will initially be made to the Head Teacher Secondary Studies, who will form the Appeals Committee if required.

It should be remembered that the Appeals Committee will not hear appeals based on individual marks or the marking of a task, but will hear appeals related to assessment processes.

All appeals related to HSC Assessment Rankings should be directed with urgency to the Head Teacher of the course concerned and this appeal should be escalated to the Head Teacher Secondary Studies immediately.

### **20.3 The Appeals Committee**

An Appeals Committee will be formed to hear an appeal by a student. This committee will be formed by the Head Teacher Secondary Studies and will generally include the following members:

- Head Teacher Secondary Studies
- Deputy Principal
- Year Adviser
- Principal (for Assessment Ranking and HSC matters only)

The make-up of the Appeals Committee is open to change to allow for the availability of staff to sit on the committee.

### **20.4 Timing of Appeals**

All discussions or appeals will occur within the following time-frames:

1. Discussion with a teacher about a mark on a task or question – within the time-frame of the lesson in which the task and mark are returned and before leaving the room. Where a mark and the actual task are returned at different times, this process will begin once BOTH marks and tasks have been returned.
2. Discussion or referral to the Head Teacher – within two days of the incident or concern.
3. Referral to the Appeals Committee – within five days of the incident or concern.
4. Appeals Against Assessment Ranks – to the Head Teacher Secondary Studies immediately.



## JUNIOR SCHOOL EXAMINATION RULES

Teachers supervising your exams will enforce strict rules about what students can bring into an exam and behaviour which is unacceptable in an exam. You will not be allowed to bring in any item that is banned from the exam and you will be removed from the exam room if you break any of the very strict examination rules. This means that you could receive an 'N' Award as you have not successfully completed the examination. You will also need to complete the examination during lunchtime.

*You **MUST** be aware of the rules about punctuality, equipment and behaviour.*

### Basic Examination Rules - Conduct

#### Students **MUST**

- know and follow the exam timetable and be on time to their exams (arrive at the start of the period).
- write in pen, so bring a supply of pens with you. A pen will not be provided by teachers.
- check all equipment to be used. Make sure your equipment works.
- follow the day-to-day rules of the school
- follow the teachers' instructions at all times and behave in a polite and courteous manner to all.
- sit exactly where directed
- make a serious attempt at answering all questions in the examination.

#### Students **MUST NOT**:

- eat in the examination room
- speak to any person other than a teacher during an examination
- behave in a way likely to disturb the work of any other student
- take into the examination room any equipment other than the equipment allowed
- take any electronic device into the exam room except for BOSTES approved calculators
- leave the examination room, except in an absolute emergency and in the company of a teacher
- borrow or attempt to borrow equipment in the examination room.

### Basic Examination Rules - Equipment

#### Students **MAY** bring these items into the exam room:

- stationery, including a supply of pens, a ruler, highlighters, pencils and a sharpener
- a bottle of water in a clear bottle
- a watch can be worn into the exam room, but it must be removed and placed on your desk
- an approved calculator for certain examinations (this includes the calculator you use in class).
- All equipment brought into the examination room will be inspected by teachers.

#### Students **MUST NOT** bring these items into the exam room:

- mobile phones (even if turned off) and any electronic device except an approved calculator (including phones, organisers, tablets, music players, MP3 players, watches with alarms, etc)
- paper or any printed material, unless otherwise directed by your teacher
- dictionaries (except for where permitted in language exams)
- correction fluid or tape (such as liquid paper)
- pencil cases (carry pens or put them in a small, clear plastic bag)
- food and drink (except water, as stated above)

### Other Important Information:

- You must make every attempt to get to your exams. If there are extreme circumstances that prevent you from attending, you must see your teacher, with a medical certificate, as soon as you return.  
You **MUST BE AT EVERY EXAM EXCEPT FOR IN EXTREME CIRCUMSTANCES.**
- If you do not make a serious attempt at an examination, it will be treated as a non-attempt and you will sit the exam again.

# FORMAL EXAM PROCEDURES

## SENIOR SCHOOL EXAMINATION RULES

Supervisors of Stage 6 (Yr 11 & 12), whether they are outside supervisors or your teachers, have been given strict instructions about what students can and can't bring into the exam room and behaviour which is unacceptable in the exam room. You will not be allowed to bring in any item that is banned from the exam room and you will be removed from the exam room if you break any of the very strict examination rules. This means that you could be 'N' Determined in that subject as you have not successfully completed the examination component of assessment.

*You MUST be aware that strict rules about punctuality, equipment and behaviour will be enforced and you will have no grounds for appeal if you break one of these rules.*

### Basic Examination Rules - Conduct

#### Students MUST

- **know and follow the exam timetable and be on time to every exam (AT LEAST 15 MINUTES early).**
- **write in pen**, so bring a supply of pens with you. A pen will not be provided by supervisors.
- **check all equipment to be used.** Equipment failure is NOT grounds for an appeal for misadventure so make sure your equipment works.
- **consider your need to leave the exam room** at any time during the exam. You will only be allowed to leave the exam room (to use the toilet, for example) in extreme cases, and this will be registered. You will not be allowed to leave the room in the first hour of an exam.
- **follow the day-to-day rules of the school**
- **follow the supervisor's instructions at all times**
- **sit exactly where directed**
- **behave in a polite and courteous manner** towards the supervisors and other students
- **make a serious attempt** at answering all questions in the examination.

#### Students MUST NOT:

- **eat in the examination room**
- **speak to any person other than a supervisor** during an examination
- **behave in any way likely to disturb the work of any other student** or upset the conduct of the examination
- **attend an examination while under the influence of alcohol or drugs**
- **take into the examination room any equipment other than the equipment listed as permitted**
- **take any electronic device into the exam room** except for NESA approved calculators for certain examinations
- **leave the examination room**, except in an emergency and in the company of a supervisor
- **borrow or attempt to borrow equipment** in the examination room.

## **Basic Examination Rules - Equipment**

**Students MAY bring these items into the exam room:**

- a supply of pens
- a ruler
- highlighters
- pencils and a sharpener
- a bottle of water in a clear bottle
- a watch can be worn into the exam room, but it must be removed and placed on your desk
- any equipment listed under specific subjects attached to your personalised exam timetable and posted on the NESAs noticeboard (outside A4)
- an approved calculator for certain examinations (see separate list of approved calculators posted on the NESAs noticeboard)
- All equipment brought into the examination room will be inspected by supervisors.

**Students MUST NOT bring these items into the exam room:**

- mobile phones (even if turned off)
- any electronic device except an approved calculator (including phones, organisers, tablets, music players, ipods, etc)
- paper or any printed material, unless otherwise directed by your teacher
- dictionaries (except for where permitted in language exams)
- correction fluid or tape (such as liquid paper)
- pencil cases (carry pens or put them in a small, clear plastic bag)
- any watch with an alarm or chime that is set
- food and drink (except water, as stated above)

**Other Important Information:**

- You must make every attempt to get to your exams. If there are extreme circumstances that prevent you from getting to your exam, you must IMMEDIATELY call the school and speak to your teacher to explain your situation. If you miss an exam, you will be required to fill in and submit an "Application Due to Illness or Misadventure" form on the first day that you return to school, stating reasons and providing evidence for your inability to attend. This could include medical certificates, police reports, etc. **Be advised that applications for Illness and Misadventure do not need to be accepted**, so don't depend on it.
  - Remember, you MUST BE AT EVERY EXAM EXCEPT FOR IN EXTREME CIRCUMSTANCES.
- If you do not make a serious attempt at an examination, you will not receive a mark in that course.
- If you break any of the rules stated above, you may be asked to leave the examination and may be 'N' Determined in that subject.



# ASSESSMENT SCHEDULES



## ANCIENT HISTORY – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Source Analysis & Extended Response	Historical Analysis	Essay	Trial HSC Examination	
<b>Task Details / Content</b>	Ancient Society (Greece: Sparta)	Core Study (Pompeii & Herculaneum)	Historical Period (Rome)	Entire Course	
<b>Date of Task</b>	Term 1, Week 4	Term 2, Week 2	Term 3, Week 2	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	AH12-5 AH12-6 AH12-7 AH12-9	AH12-1 AH12-2 AH12-5 AH12-9 AH12-10	AH12-2 AH12-3 AH12-6 AH12-8 AH12-9	AH12-2 AH12-3 AH12-4 AH12-6 AH12-7 AH12-9	
<b>Components</b>					<b>Weighting</b>
Knowledge & understanding of course content	5	5	10	20	<b>40</b>
Historical Skills	5	5	5	5	<b>20</b>
Historical inquiry and research	5	10	5		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Ancient History HSC Course Outcomes: A student

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

## BIOLOGY – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Practical Investigation	Depth Study	Module Summary & Class Test	Trial HSC Examination	
<b>Task Details / Content</b>	Module 7 Design and Conduct a Practical Investigation	Module 8 Non-Infectious Disease Research	Module 5 Summary Preparation and Topic Test	Entire Course (Module 5, 6, 7, 8)	
<b>Date of Task</b>	Term 1, Week 3	Term 2, Week 2	Term 2, Week 8	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	BIO11/12-2, BIO11/12-3, BIO11/12-5, BIO12-14	BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-15	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-12	All of: BIO11/12-1 to BIO11/12-7, BIO12-12 to BIO12-15	
<b>Components</b>					<b>Weighting</b>
Skills in Working Scientifically	15	20	10	15	<b>60</b>
Knowledge and Understanding	5	15	10	10	<b>40</b>
<b>Total Weighting</b>	<b>20</b>	<b>35</b>	<b>20</b>	<b>25</b>	<b>100</b>

### Biology HSC Course Outcomes: A student

<b>BIO11/12-1</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>BIO11/12-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>BIO11/12-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>BIO11/12-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>BIO11/12-5</b>	analyses and evaluates primary and secondary data and information
<b>BIO11/12-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>BIO11/12-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>BIO12-12</b>	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
<b>BIO12-13</b>	explains natural genetic change and the use of genetic technologies to induce genetic change
<b>BIO12-14</b>	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
<b>BIO12-15</b>	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

# BUSINESS STUDIES – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Short Answer Responses Class Test	Extended Response	Financial Statement Business Report	Trial HSC Examination	
<b>Task Details / Content</b>	Operations	Marketing	Finance	Entire Course	
<b>Date of Task</b>	Term 1, Week 4	Term 1, Week 10	Term 2, Week 7	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	H1, H2, H5	H3, H4, H6, H7	H5, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10	
<b>Components</b>					<b>Weighting</b>
Knowledge & understanding of course content	10	10	10	10	<b>40</b>
Stimulus-based skills	5		5	10	<b>20</b>
Inquiry and research		10	5	5	<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Business Studies HSC Course Outcomes: A student

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



# COMMUNITY AND FAMILY STUDIES – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Promotional Information Pack	Groups Extended Response	Independent Research Project	Trial HSC Examination	
<b>Task Details / Content</b>	Parenting and Caring	Groups in Context	Research Methodology	Entire Course	
<b>Date of Task</b>	Term 1, Week 2	Term 2, Week 1	Term 2, Week 9	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	H2.2, H3.2, H4.2	H2.2, H3.3, H4.2, H5.1	H4.1, H4.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	
<b>Components</b>					<b>Weighting</b>
Knowledge & understanding of course content	5	10	10	15	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	<b>60</b>
<b>Total Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Community and Family Studies HSC Course Outcomes: A student

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

## CHEMISTRY – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Depth Study	Titration Practical	Module Summary & Class Test	Trial HSC Examination	
<b>Task Details / Content</b>	Module 5 & 6 Solution Equilibria Properties of Acids and Bases	Module 6 Titration	Module 7 Summary & Topic Test	Entire Course (Module 5, 6, 7, 8)	
<b>Date of Task</b>	Term 1, Week 4	Term 2, Week 2 (Report Due)	Term 2, Week 10	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	CH11/12-1, CH11/12-3, CH11/12-5, CH11/12-7, CH12-13	CH11/12-2, CH11/12-3, CH11/12-5, CH11/12-7, CH12-13	CH11/12-6, CH11/12-7, CH12-12, CH12-14	CH11/12-6, CH12-12, CH12-13, CH12-14, CH12-15	
<b>Components</b>					<b>Weighting</b>
Skills in Working Scientifically	20	15	10	15	<b>60</b>
Knowledge and Understanding	15	5	10	10	<b>40</b>
<b>Total Weighting</b>	<b>35</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>100</b>

### Chemistry HSC Course Outcomes: A student

<b>CH11/12-1</b>	develops and evaluates questions and hypotheses for scientific investigation
<b>CH11/12-2</b>	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>CH11/12-3</b>	conducts investigations to collect valid and reliable primary and secondary data and information
<b>CH11/12-4</b>	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>CH11/12-5</b>	analyses and evaluates primary and secondary data and information
<b>CH11/12-6</b>	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>CH11/12-7</b>	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>CH12-12</b>	explains the characteristics of equilibrium systems, and the factors that affect these systems
<b>CH12-13</b>	describes, explains and quantitatively analyses acids and bases using contemporary models
<b>CH12-14</b>	analyses the structure of, and predicts reactions involving, carbon compounds
<b>CH12-15</b>	describes and evaluates chemical systems used to design and analyse chemical processes.

## DESIGN AND TECHNOLOGY – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Assignment	Project Proposal and Management	Research Report	Trial HSC Examination	
<b>Task Details / Content</b>	Case Study	MDP	Link to Major Project	Entire Course	
<b>Date of Task</b>	Term 1, Week 3	Term 1, Week 9	Term 2, Week 8	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	H2.1, H2.2, H3.1, H5.2, H6.2	H3.2, H4.1, H5.2	H3.2, H4.1, H5.2	H1.1, H1.2, H3.1, H3.2, H4.3, H5.1, H5.2, H6.2	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content	20			20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating a major design project		25	25	10	<b>60</b>
<b>Total Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Design and Technology HSC Course Outcomes: A student

- H1.1** Critically analyses the factors affecting design, and the development and success of the design projects. H1.2 Relates the practices and processes of designers and producers to the major design projects.
- H2.1** Explains the influence of trends in society on design and production.
- H2.2** Evaluates the impact of design and innovation on society and the environment. H3.1 Analyses the factors that influence innovation and the success of innovation.
- H3.2** Uses creative and innovative approaches in designing and producing.
- H4.1** Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project. H4.2 Selects and uses resources responsibly and safely to realise a quality major design project
- H4.3** Evaluates the processes undertaken and the impacts of the major design project. H5.1 Manages the development of a quality major design project.
- H5.2** Selects and uses appropriate research methods and communication techniques.
- H6.1** Justifies technological activities undertaken in the major design project and relates these to industrial and commercial settings. H6.2 Critically assesses the emergence and impact of new technologies, and the factors affecting their development.

# ENGLISH ADVANCED – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Critical Response	Multimodal Response	Creative Response with Reflection Component	Trial HSC Examination	
<b>Task Details / Content</b>	Common Module <b>Texts and Human Experiences</b>	Module A <b>Textual Conversations</b>	Module C <b>The Craft of Writing</b>	Common Module Module A, B & C <b>Entire Course</b>	
<b>Date of Task</b>	Term 1, Week 2	Term 1, Week 8	Term 2, Week 6	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	EA12-1, EA12-3, EA12-5, EA12-6, EA12-7	EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	EA12-2, EN12-3, EA12-4, EA12-5, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content	15	15	10	10	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	<b>50</b>
<b>Total Weighting</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>25</b>	<b>100</b>

## English Advanced HSC Course Outcomes: A student

- EA12-1** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EAL12-3** critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EAL12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EAL12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EAL12-6** investigates and evaluates the relationships between texts
- EAL12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EAL12-8** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EAL12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

## ENGLISH STANDARD – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Analytical Response	Multimodal Presentation	Imaginative Response and Reflection	Trial HSC Examination	
<b>Task Details / Content</b>	Common Module <b>Texts and Human Experiences</b>	Module A <b>Language, Identity &amp; Culture</b>	Module C <b>The Craft of Writing</b>	Common Module Module A, B & C <b>Entire Course</b>	
<b>Date of Task</b>	Term 1, Week 2	Term 1, Week 8	Term 2, Week 6	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	EN12-1, EN12-3, EN12-6, EN12-7	EN12-1, EN12-3, EN12-4, EN12-6, EN12-7, EN12-8	EN12-2, EN12-3, EN12-5, EN12-9	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content	15	15	10	10	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	<b>50</b>
<b>Total Weighting</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>25</b>	<b>100</b>

### English Standard HSC Course Outcomes: A student

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

# ENGLISH STUDIES – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Multimodal Presentation with Related Material	Research Task	Portfolio of Classwork	Trial HSC Examination	
<b>Task Details / Content</b>	<b>Common Module:</b> Texts and Human Experiences	<b>Elective Module J:</b> In the Marketplace - English and the World of Business	<b>All Modules:</b> <ul style="list-style-type: none"> <li>• Common Module</li> <li>• F – MiTunes and Text</li> <li>• H - Part of a Family</li> <li>• J - In The Marketplace</li> </ul>	Entire Course	
<b>Date of Task</b>	Term 1, Week 2	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding of course content	15	10	15	10	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language</li> </ul>	10	15	15	10	<b>50</b>
<b>Total Weighting</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

## English Studies HSC Course Outcomes: A student

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

## ENGLISH EXTENSION 1 – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	
<b>Nature of Task</b>	Creative Response with Reflective Component	Critical Response	Trial HSC Examination	
<b>Task Details / Content</b>	Common Module: Literary Worlds	Elective 2: Worlds of Upheaval	Entire Course	
<b>Date of Task</b>	Term 1, Week 4	Term 2, Week 10	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
<b>Components</b>				<b>Weighting</b>
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis, sustained composition and independent investigation	15	20	15	<b>50</b>
<b>Total Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### English Extension 1 HSC Course Outcomes: A Student

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

## ENGLISH EXTENSION 2 – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	
<b>Nature of Task</b>	Viva Voce	Literature Review	Critique of the Creative Process	
<b>Task Details / Content</b>	The Process of Composing the Major Work	The Process of Composing the Major Work	The Process of Composing the Major Work	
<b>Date of Task</b>	Term 1, Week 6	Term 2, Week 2	Term 3, Week 1	
<b>Outcomes Assessed</b>	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
<b>Components</b>				<b>Weighting</b>
Skills in extensive independent research	15	20	15	<b>50</b>
Skills in sustained composition	15	20	15	<b>50</b>
<b>Total Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### English Extension 2 HSC Course Outcomes: A Student

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

- Major Works are due for submission for external marking in Term 3.



# FOOD TECHNOLOGY – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Investigation	Report	Experiment and Preparation	Trial HSC Examination	
<b>Task Details / Content</b>	Contemporary Nutrition Issues	Australian Food Industry	Food Manufacture	Entire Course	
<b>Date of Task</b>	Term 1, Week 3	Term 1, Week 9	Term 2, Week 8	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	H2.1, H3.2, H4.1, H5.1	H1.2, H1.4, H3.1	H1.2, H4.2	H1.1, H1.3, H1.4, H5.1	
<b>Components</b>					<b>Weighting</b>
Knowledge & understanding of course content	10			30	<b>40</b>
Knowledge & skills in designing, researching, analysing and evaluating	5	15	10		<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	15		15		<b>30</b>
<b>Total Weighting</b>	<b>30</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Food Technology HSC Course Outcomes: A student

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

# INDUSTRIAL TECHNOLOGY (TIMBER) – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Assignment	Major Project Proposal	Project Development and Management Report	Trial HSC Examination	
<b>Task Details / Content</b>	Industry Study	Design Management and Communication	Presentation	Entire course	
<b>Date of Task</b>	Term 1, Week 4	Term 1, Week 10	Term 3, Week 3	Term 3, Week 5/6	
<b>Outcomes Assessed</b>	H1.1, H1.2, H1.3, H7.1	HG2.1, H3.3, H4.2, H5.1, H5.2	H2.1 H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	H1.2, H3.2, H4.1, H4.2, H4.3, H7.1	
<b>Components</b>					<b>Weighting</b>
Knowledge & understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	5	5	10	20	<b>40</b>
Knowledge, skills and understanding in design, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the production of projects.	15	15	20	10	<b>60</b>
<b>Total Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Industrial Technology (Timber Products and Furniture Technologies) HSC Course Outcomes: A student

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

# INFORMATION PROCESSES AND TECHNOLOGY – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Individual Project	Class Test	Group Project	Trial HSC Examination	
<b>Task Details / Content</b>	Project management.	Info. Systems & Databases	Project Management. Multimedia Systems.	Entire Course	
<b>Date of Task</b>	Term 1, Week 4	Term 1, Week 10	Term 2, Week 7	Term 3, Week 5/6	
<b>Outcomes Assessed</b>	H1.1, H5.1, H7.2	H1.1, H2.2, H3.1, H3.2, H5.1, H7.2	H1.2, H2.1, H4.1, 5.2, H6.1, H6.2, H7.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1	
<b>Components</b>					<b>Weighting</b>
Project management	10	5	5	5	<b>25</b>
Information Systems & Databases	10	5		5	<b>20</b>
Communication systems		15		5	<b>20</b>
Transaction processing systems				5	<b>5</b>
Multimedia systems			25	5	<b>30</b>
<b>Total Weighting</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## Information Processes and Technology HSC Course Outcomes: A student:

- H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation
- H1.2 explains and justifies the way in which information systems relate to information processes in a specific context
- H2.1 analyses and describes a system in terms of the information processes involved
- H2.2 develops and explains solutions for an identified need which address all of the information processes
- H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment
- H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes
- H4.1 proposes and justifies ways in which information systems will meet emerging needs
- H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
- H6.1 analyses situations, identifies needs, proposes and then develops solutions
- H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions
- H7.1 implements and explains effective management techniques
- H7.2 uses methods to thoroughly document the development of individual and team projects

## LEGAL STUDIES – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Topic Test	Research Task	Research & In-Class Extended Response	Trial HSC Examination	
<b>Task Details / Content</b>	Crime	Human Rights	Family	Entire Course	
<b>Date of Task</b>	Term 1, Week 4	Term 2, Week 2	Term 2, Week 10	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	H1, H4, H7, H8.	H3, H4, H7, H8.	H1, H3, H4, H5, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10	
<b>Components</b>					<b>Weighting</b>
Knowledge & understanding of course content		10	10	20	<b>40</b>
Analysis and evaluation	10	5		5	<b>20</b>
Inquiry and research	10	5	5		<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Total Weighting</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Legal Studies HSC Course Outcomes: A student

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

# MATHEMATICS ADVANCED – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Assignment / Investigation	In-class Test	In-class Test	Trial HSC Examination	
<b>Task Details / Content</b>	Topics: F2	Topics: C2.1, C2.2, C3.1, C3.2, T3,	Topics: S3.1, C4.1, C4.2	Entire Course	
<b>Date of Task</b>	Term 1, Week 3	Term 1, Week 9	Term 2, Week 5	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	MA12-1, MA12-4, MA12-5, MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	MA12-2, MA12-3, MA12-4, MA12-6, MA12-7, MA12-8, MA12-10	MA12-1 – MA12-10	
<b>Components</b>					<b>Weighting</b>
Understanding, Fluency and Communication	5	15	15	15	<b>50</b>
Problem Solving, Reasoning and Justification	15	10	10	15	<b>50</b>
<b>Total Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Mathematics Advanced HSC Course Outcomes: A student

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

# MATHEMATICS EXTENSION 1 – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	In-Class Test	Assignment / Investigation	In-Class Test	Trial HSC Examination	
<b>Task Details / Content</b>	Topics M1.2, M1.3, P1, F2, T3	Topics C3.1, C3.2, C4.1, C4.2, C2.1, C2.2	Topics T3, V1.1, V1.2, C2, C3.1, C3.2	Entire Course	
<b>Date of Task</b>	Term 1, Week 3	Term 1, Week 10	Term 2, Week 8	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	ME12-1, ME12-2, ME12-4, ME12-5, ME12-6, ME12-7	ME12-1, ME12-3, ME12-5 ME12-6, ME12.7	ME12-1, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	
<b>Components</b>					<b>Weighting</b>
Concepts, Skills and Techniques	15	5	15	15	<b>50</b>
Reasoning and Communication	10	15	10	15	<b>50</b>
<b>Total Weighting</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Mathematics Extension 1 HSC Course Outcomes: A student

- ME12-1** applies techniques involving proof or calculus to model and solve problems
- ME12-2** applies concepts and techniques involving vectors and projectiles to solve problems
- ME12-3** applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
- ME12-4** uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
- ME12-5** applies appropriate statistical processes to present, analyse and interpret data
- ME12-6** chooses and uses appropriate technology to solve problems in a range of contexts
- ME12-7** evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

## MATHEMATICS STANDARD 2 – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Assignment / Investigation	In-Class Test	In-Class Test	Trial HSC Examination	
<b>Task Details / Content</b>	Topics F1.3, M7	Topics F4, M6, M7, N2	Topics A4.1, S4, F5	Entire Course Topics A4, M6, M7, F4, F5, S4, S5, N2	
<b>Date of Task</b>	Term 1, Week 3	Term 1, Week 9	Term 2, Week 5	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	MS11-2, MS11-5, MS11-6, MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-8 MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9 MS2-12-10	MS2-12-1 to MS2-12-10	
<b>Components</b>					<b>Weighting</b>
Understanding, Fluency and Communication	10	15	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
<b>Total Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Mathematics Standard 2 HSC Course Outcomes: A student

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

# MATHS IN TRADES (MATHEMATICS STANDARD 1) – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Assignment / Investigation	Assignment / Investigation	Assignment / Investigation	Assignment / Investigation	
<b>Task Details / Content</b>	Topics A3.1, A3.2	Topics M3, M4, M5	Topics F2, F3	Entire Course Topics A3.1, A3.2, F2, F3, M3, M4, M5, S3.1, S3.2	
<b>Date of Task</b>	Term 1, Week 3	Term 1, Week 9	Term 2, Week 5	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1 to MS2-12-7, MS1-12-9, MS1-12-10	
<b>Components</b>					<b>Weighting</b>
Understanding, Fluency and Communication	10	15	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
<b>Total Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Maths in Trades (Mathematics Standard 1) HSC Course Outcomes: A student

- MS1-12-1** uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2** analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4** analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5** makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6** represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7** solves problems requiring statistical processes
- MS1-12-8** applies network techniques to solve network problems
- MS1-12-9** chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others



## MODERN HISTORY – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Source Analysis	Historical Analysis	Structured Response	Trial HSC Examination	
<b>Task Details / Content</b>	Power and Authority in the Modern World 1919-1946	Peace and Conflict – Conflict in Indochina	Change in the Modern World Apartheid in South Africa	Entire Course	
<b>Date of Task</b>	Term 1, Week 2	Term 2, Week 1	Term 3, Week 1	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	MH12-3, MH 12-4, MH 12-6, MH 12-7, MH 12-9	MH12-2, MH12-5, MH12-8, MH12-9	MH12-1, MH12-3, MH12-5, MH12-10	MH 12-3, MH 12-4, MH 12-5, MH 12-6, MH 12-7, MH 12-9	
<b>Components</b>					<b>Weighting</b>
Knowledge & understanding of course content	5	10	10	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	<b>20</b>
Historical inquiry and research	5	10	5		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Modern History HSC Course Outcomes: A student

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

# MUSIC 1 – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Orchestral Instrument Composition & Aural Analysis	Viva voce: Soundtrack of my life	Music for Small Ensembles Elective 1 & 2	Trial HSC Examination Written Aural Exam, Core Performance & Elective 3	
<b>Task Details / Content</b>	Composition/ arrangement for orchestral instrument	Musicology presentation of songs in a viva voce style.	Presentation of Elect. 1 & 2. Choices of Performance, Viva Voce, Composition	1. Written exam 15% 2. Presentation 25%	
<b>Date of Task</b>	Term 1, Week 3	Term 1, Week 7	Term 2, Week 8	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	H.2, H.3, H.4, H.5, H.6, H.7, H.8, H.10	H.4, H.6, H.7, H.8, H.10	H.1- H.8*	H.1-H.8*	
<b>Components</b>					<b>Weighting</b>
Performance				10	<b>10</b>
Composition	10				<b>10</b>
Musicology		10			<b>10</b>
Aural	10			15	<b>25</b>
Electives			30	15	<b>45</b>
<b>Total Weighting</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Music 1 HSC Course Outcomes: A student

- H.1.** Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H.2.** Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H.3.** Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H.4.** Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H.5.** Critically evaluates and discusses performances and compositions
- H.6.** Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H.7.** Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H.8.** Identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H.9.** Performs as a means of self-expression and communication
- H.10.** Demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H.11.** Demonstrates a willingness to accept and use constructive criticism

*\* For Task 3 and Task 4, teachers will select appropriate outcomes based on Elective Options selected by each student.*

## NUMERACY – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Research / Investigation Task	Take-Home Assignment	Research / Investigation Task	Take-Home Assignment	
<b>Task Details / Content</b>	Topics 3.1, 3.2, 3.3	Topics 3.4, 3.5	Topics 4.1, 4.2, 4.3	Topics 4.1, 4.2, 4.3	
<b>Date of Task</b>	Term 1, Week 3	Term 1, Week 9	Term 2, Week 5	Term 3, Week 3	
<b>Outcomes Assessed</b>	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.4, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.5	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.3, N6-3.1, N6-3.2	N6-1.2, N6-1.3, N6-2.1, N6- 2.2, N6-2.3, N6-2.4, N6-2.5	
<b>Components</b>					<b>Weighting</b>
Knowledge and Understanding	12.5	12.5	12.5	12.5	<b>50</b>
Skills	12.5	12.5	12.5	12.5	<b>50</b>
<b>Total Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Numeracy HSC Course Outcomes: A student

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

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Written Report	Presentation	Written Response	Trial HSC Examination	
<b>Task Details / Content</b>	Core 1: Health Priorities in Australia	Core 2: Factors Affecting Performance	Option 1: Health of Young People Option 3: Sports Medicine	Core 1 and 2 Option 1 and 3	
<b>Date of Task</b>	Term 1, Week 2	Term 2, Week 1	Term 2, Week 9	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	H1, H2, H3, H4, H5, H14, H16	H7, H8, H9, H10, H11	H6, H12, H13, H15, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16	
<b>Components</b>					<b>Weighting</b>
Knowledge & understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research, analysing and communicating	10	10	20	20	<b>60</b>
<b>Total Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## PDHPE HSC Course Outcomes: A student

- H1** describes the nature and justifies the choice of Australia’s health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for health promotion based on the Ottawa Charter
- H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14** argues the benefits of health-promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

## SPORT, LIFESTYLE AND RECREATION – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Research/Presentation	Practical	Research/Presentation	Trial HSC Examination	
<b>Task Details / Content</b>	Event Management Task	Resistance Training Task	Individual Games & Sports Applications Task	Entire Course	
<b>Date of Task</b>	Term 1, Week 2	Term 2, Week 1	Term 2, Week 9	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	1.6, 2.4, 3.2, 4.2, 4.5	2.1, 2.2, 2.3, 3.2, 4.4	1.1, 1.3, 2.1, 3.1, 4.1, 4.4	1.1, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.7, 4.1, 4.4, 4.5	
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding	10	5	5	30	<b>50</b>
Skills	15	15	20		<b>50</b>
<b>Total Weighting</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Sport, Lifestyle and Recreation HSC Course Outcomes: A student

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.6 describes how administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities.
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goals
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

# SOCIETY AND CULTURE – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	
<b>Nature of Task</b>	Topic Test	Research Essay	Trial HSC Examination	
<b>Task Details / Content</b>	Social & Cultural Continuity and Change (Core)	Belief System and Ideologies	Entire Course	
<b>Date of Task</b>	Term 1, Week 4	Term 2, Week 7	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	H1, H3, H5, H7	H1, H4, H9, H10	H1, H2, H3, H5, H6, H9, H10	
<b>Components</b>				<b>Weighting</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Application and evaluation of social & cultural research	5	15	10	<b>30</b>
Communication of information, ideas and issues in appropriate forms	10	5	5	<b>20</b>
<b>Total Weighting</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100</b>

## HSC Course Outcomes: A student

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

## VISUAL ARTS – HSC ASSESSMENT SCHEDULE 2022

	1	2	3	4	
<b>Nature of Task</b>	Research Task and Presentation.	B.O.W - 1	B.O.W. - 2	Trial HSC Examination	
<b>Task Details / Content</b>	Art Criticism and History Case Study	Art Making VAPD and Interview	Art Making VAPD and Interview	Art Criticism and History (All Topics)	
<b>Date of Task</b>	Term 1, Week 2	Term 2, Week 3	Term 3, Week 3	Term 3, Week 5 & 6	
<b>Outcomes Assessed</b>	H.7, H.8, H.9, H.10	H.1, H.2, H.5, H.6	H.1, H.3, H.4, H.5, H.6	H.7, H.8, H.9, H.10	
<b>Components</b>					<b>Weighting</b>
Artmaking		20	30		<b>50</b>
Art Criticism and Art History	25			25	<b>50</b>
<b>Total Weighting</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>100</b>

### Visual Arts HSC Course Outcomes: A student

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





# VOCATIONAL EDUCATION



## INTRODUCTION

### Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers (such as TAFENSW and Universities) and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or occasionally simulated workplace hours at school.

Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations and can't count in the calculations of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

**Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.**

## VET Curriculum Frameworks

- Vocational education training (VET) forms a significant component of the curriculum at James Busby High School. We currently have the capacity to offer six VET courses, also referred to as Industry Curriculum Frameworks (ICF). They are: Construction, Hospitality, Information & Digital Technology, Metals and Engineering, Retail Services and Sports Coaching. [The ICF'S running in 2019 are Construction and Hospitality.](#)
- An Industry Curriculum Framework course, studied as part of the HSC, enables students to acquire a range of technical, personal. and organisational skills valued both within and beyond the workplace.
- Students receive a nationally recognised Australian Qualifications Framework (AQF) credential on successful completion of a course.
- The examination mark from one Industry Curriculum Framework ,VET course may be included in the calculation of a student's ATAR (Australian Tertiary Admission Rank). All VET examinations are 2 hours in duration.

### NSW Educational Standards Authority (NESA) requirements

- Students undertaking a VET course must meet the requirements of NESA for the award of the Higher School Certificate along with the requirements of the AQF for the award of a certificate of attainment or statement of attainment. **(DUAL ACCREDITATION)**
- NESA has mandated work placement as a requirement of the HSC. Students must achieve the hours of work placement required for the course undertaken.

*Students will have signed a 'Confirmation of Entry'  
of this as part of their NESA enrolment*

## **Recognition of Prior Learning (RPL)**

Recognition of Prior Learning is a way of giving students an opportunity to demonstrate their skills and understanding, taking into account when, where and how learning was undertaken. By undertaking the process individuals can gain credit towards a qualification based on achievements. Workplace Learning is the most common area to RPL for secondary students, however RPL should not be limited to this aspect only if competency is evidenced.

Prior learning which is relevant to the course should be recognised within the context of the qualification being sought.

Acceptable forms of evidence:

- relevant documentation from a recognised RTO e.g. competency records
- references from previous employers
- work samples

*The JBHS VET coordinator can provide the forms and more details of the recognition process.*

## **Optional HSC Examination**

- The optional Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple-choice items, short answers and extended response items. The length of all framework examinations is 2 hours.
- The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.
- Students are automatically enrolled for the examination. Should students choose to withdraw they must have signed consent from their parents.

*The JBHS VET coordinator can provide the forms and more details of the optional HSC Examination process.*

## Competency based assessment

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.
- Demonstrating competence means that you can consistently perform the task or show an understanding to the level required by the industry standards.
- When you successfully demonstrate your competence against a particular standard you will be judged as "competent". There is no pass/fail. You are either "competent" or "not yet competent".
- The units of competency you achieve will lead to an AQF qualification or Statement of Attainment.
- Assessment is the process of identifying, gathering and interpreting information about students learning.
- The key purposes of assessment in the H.S.C. are to provide information on student achievement and progress in each course in relation to the syllabus standards and to report on the standard of performance attained at the end of the course.
- Teachers will usually organise a number of chances for students to demonstrate a competency.
- You may seek further opportunities to demonstrate those competencies but these need to occur without disruption to the work of fellow students.
- Assessment tasks in the VET courses follow the same rules and procedures as other Preliminary/ HSC courses. However, assessment marks are only used in the case of illness or misadventure for the optional HSC exam
- The final assessment must cover all the course objectives including those objectives measured by the HSC examination.
- All students are expected to carry out all the assessment tasks in each course.
- N Awards are still awarded for non-completion. of assessment tasks and non-serious attempts of tasks.

*In the case of VET courses, assessment can span over the Preliminary and HSC course without distinction between the two courses of study.*

## Assessment Schedules

- All assessments in VET Frameworks are continuous.

### Appeals

If you believe that you have not been fairly assessed you have a right of appeal.

Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
  - They were not informed in advance of the conditions and method of assessment.
  - The process used was discriminatory in some way.
  - They were ill or suffered misadventure at the time of assessment {must be supported by a medical certificate or appropriate documentation).
- **If you believe you have not been assessed fairly you should firstly**
    - discuss it with your class teacher
  - **if still not satisfied**
    - discuss it with the Head Teacher and/or School VET Coordinator within 10 days of the warning letter
  - **If still not satisfied**
    - Discuss with the school Principal. A decision on an appeal will be made by the Appeals Committee consisting of the relevant Head Teacher, Year Adviser and Deputy Principal.
  - **If still not satisfied**
    - Write to the Chief Executive of the Registered Training Organisation.

Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal. Appeals must be lodged within 5 days from the date of assessment. The school must deal with the appeal in ten working days. See flow chart on the following page.

*The JBHS VET coordinator can provide the forms and more details about the appeals process.*

## Complaints and Grievances

Students may need to access the suggestions / complaints proforma. This document is available on the DEC website at:

[https://detwww.det.nsw.edu.au/policies/general\\_man/complaints/resp\\_sugg/PD20020051\\_i.shtml](https://detwww.det.nsw.edu.au/policies/general_man/complaints/resp_sugg/PD20020051_i.shtml)

### Syllabus

For copies of syllabus documents please refer to the below links for each framework.

#### *Construction*

[www.boardofstudies.nsw.edu.au/syllabus\\_hsc/construction.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html)

#### *Hospitality*

[www.boardofstudies.nsw.edu.au/syllabus\\_hsc/hospitality.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html)

#### *Retail Services*

[www.boardofstudies.nsw.edu.au/syllabus\\_hsc/retailservices.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/retailservices.html)

### Work Ready

- A mandatory Work Ready program is run during Term 1 of Year 11. VET students must satisfactorily complete this course as well as hand in any relevant paperwork before being placed for work placement.

### Work Placement

- Students in Industry Curriculum Framework courses must complete work placement of up to 70 hours for a 2 unit x 2 year course (240 hours). Additional hours are required for any extension courses - typically 35 hours for 120 hours of HSC credit.

*In VET courses offered at JBHS, work placement is compulsory for all students. This is a NESAs requirement.*

- If you are working or have recently worked in a related casual job, then paid work can contribute to meeting part of your work placement requirement.
- Students on work placement are not paid.
- Work placement is organised for you through a work placement service, set up to coordinate the placement of students, known as SOUTH WEST CONNECT.

- Students cannot attend work placement without the appropriate signed documentation. Work placements cannot be guaranteed in the Liverpool Area.
- Students can find their own Work Placement, however, this is NOT encouraged. All details must be forwarded to the VET Coordinator for checking at least 6 weeks prior to Work Placement.

### **Work Placement Expectations**

- Whilst on Work Placement you are representing yourself, the school and SOUTH WEST CONNECT.
- It is expected that you dress according to the dress requirements on your forms. You should not be late or leave early.
- You cannot negotiate your hours or days with the employer. If you have a reason why this may be necessary you need to discuss this with the VET Coordinator.
- You are not to have your mobile phone on, smoke cigarettes or have friends or family visit you whilst on work placement.
- Your supervisor expects you to show interest and to ask questions.
- In the event that you are sick and cannot attend work placement you are required to call both the employer and your teacher. As a NESAs requirement, you need to supply your teacher with a medical certificate for any time off during your work placement. If you fail to complete your work placement due to illness or an unsatisfactory excuse without appropriate documentation you may be required to repeat the entire work placement. The responsibility to find another work placement would be yours and you will not be able to attend the same business.

*If you have not completed the work placement requirement before the HSC, you will not have the course recognised by NESAs. This might mean you will not receive your HSC in this Vocational Education course.*

#### Positive Feedback can result in:

- a reference for future employment
- the possibility of employment within the business
- awards at the end of year Awards Ceremony
- the employer deciding to accept more work placement students.

#### Negative Feedback can result in:

- work placement being cancelled on the spot and the student being sent back to school
- disciplinary action taken by the school and SOUTH WEST CONNECT.
- all future students being cancelled by the employer
- an inability of SOUTH WEST CONNECT to give you another work placement.



## **Deposits and Payment Schedules**

Prior to the commencement of the course, students are informed about the costs associated with VET courses. Students/ parents are invoiced each year. Fees are payable at the front office. Students experiencing difficulty need to apply through the student support scheme for assistance.

### You will have to pay the costs of:

- required uniforms and safety clothing.
- materials used in your training.
- work placement travel

*If cost is a barrier to you undertaking this vocational course, talk to your school VET coordinator.*

- Deposits for VET courses must be paid in Term 4 of the previous year. This secures your position in the class for the preliminary year.
- Each term a minimum payment is required (equal to  $\frac{1}{4}$  or a  $\frac{1}{3}$  of the total payments).
- In Hospitality, the uniform must be paid for before Week 4 of Term 1.

## **Refunds**

- Refunds are available where a student leaves the course.
- The refund amount will be calculated on the amount of time the student was enrolled in the course.
- The reasons for withdrawal from the course
- Costs incurred in setting up the course

*The school VET Coordinator will be available to calculate the amount necessary to refund. The Senior Clerical Assistant will then issue the refund.*

## **Competency Checklists**

- A checklist is provided so students can mark off when competencies are taught within the class.
- Students have access to competency sheets either in the classroom or via the intranet and NESA.

## **VET Reports**

- Students receive a VET report twice a year.
- The VET report identifies competencies that have been delivered and achieved as well as work placement hours.
- Students will be given feedback concerning their progress through access to competency records and through verbal and written feedback from their teacher.

## **Your Rights in this Course**

### To be accurately informed by being provided with:

- an outline of the course of study.
- information on possible employment outcomes from the study of this, course.
- information on my progress within the course.

### To be treated fairly by being:

- allowed equal access to a relevant and appropriate course of study.
- appropriately supported in my learning and assessment.
- able to work, and be assessed, without discrimination.

### To have your competencies recognised by being:

- able to claim recognition for units of competence achieved with other training providers.
- able to claim recognition for competencies that I have already achieved in work or life experiences.
- given opportunities to have my competence assessed or reassessed.

### To have the opportunity to evaluate my learning experience by being:

- encouraged to provide information and opinions on the effectiveness of the training and assessment provided.

## **Your responsibilities in this Course**

### To be properly prepared:

- by coming to all classes, assessment events and work placement properly equipped and dressed.
- by keeping my competency record secure and producing it when needed for updating.

### To respect the rights and property of others:

- by not hindering the work of fellow students, teachers or fellow workers through disruptive behaviour or inappropriate conduct.
- at all times by treating fellow students teachers and other staff fellow workers and employers with dignity and respect.
- by treating the property of fellow students, teachers, employers and the school with care.
- by working cooperatively with fellow students and teachers to ensure the health and safety of all.

### To claim my rights appropriately:

- by being aware of my rights and seeking advice and assistance when required.
- by asserting my rights where needed without treating others unfairly nor disrespectfully.



**Education**

**PUBLIC SCHOOLS NSW ULTIMO RTO 90072**  
**CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE**  
**Preliminary Year 2021 - HSC 2022**

QUALIFICATION: CPC20211 Certificate II in Construction Pathways  
 Training Package: CPC08 Construction, Plumbing and Services (version 9.7)

**NESA course code**  
 2 U X 2 YR - 26201  
**2021 HSC Exam:**  
 26299  
**LMBR UI Code:**  
 (11 OR 12)  
**CPC20211526201B**

TERM	Unit Code	Units Of Competency	AGF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>7 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	<b>Cluster A – SafeWork NSW WHS Induction</b> Written Test	
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	<b>Cluster B - Small project, Oil Stone Case or Concrete Float Practical</b> , Teacher observations and written test.	<b>40% Preliminary Exam</b>
Term 2-5	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	<b>Cluster C - Tool box, Saw Horse or BBQ table</b> Practical, Teacher observations and written test.	<b>35 hrs. Work placement</b>
Term 2-5	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	<b>Cluster D – Skills in Action</b> Observations, portfolio and written test	
Terms 5/6	<b>7 HSC UOCs</b>						<b>35 hrs. Work placement</b>
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	<b>Cluster E - School Project – Concreting</b> Practical, Teacher observations and written test.	<b>60% Trial HSC Exam</b>  The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	CPCCCM2006B	Apply basic levelling procedures	E	E	15	* Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
CPCCCM2001A	Read and interpret plans and specifications	C	M	20			
Terms 6/7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	<b>Cluster F – Wall and Floor Tiling</b> Practical, Teacher observations and written test	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	



**Education**

**PUBLIC SCHOOLS NSW ULTIMO RTO 90072**  
**HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE**  
**Preliminary Year 2021 - HSC 2022**

QUALIFICATION: SIT20416 Certificate II in Kitchen Operations  
 Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

**NESA course code**  
 2 U X 2 YR - 26511  
**HSC Exam: 26587**  
**LMBR code**  
 (11 OR 12)  
**SIT20416126511B**

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>9 PRELIMINARY UOCs</b>					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	240 Indicative Hours over 2 years
	SITXFSA001	Use hygienic practices for food safety	C	M	10	<b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work	<b>40% Prelim Yearly Exam</b>
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCCC003	Prepare and present sandwiches	E	E	20		
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, Written task, Observation of practical work	<b>35 hrs Work placement</b>
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15		
	SITHCCC002	Prepare and present simple dishes	E	E	20		
Term 3-5	SITHKOP001	Clean kitchen premises and equipment	C	S	10	<b>Cluster C: Maintain a Clean &amp; Safe Kitchen</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	<b>60% Trial HSC Exam</b>
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Terms 5-6	<b>5 HSC UOCs</b>					<b>Cluster D: Quality Café Meals</b> Written task & observation of practical work Portfolio of evidence including service periods. <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b>	<b>35 hrs Work placement</b>  The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40		
	SITHCCC006	Prepare appetisers and salads	E	E	25		
	SITHCCC011	Use cookery skills effectively	C	E	20		
Terms 6 & 7	BSBWOR203	Work effectively with others	C	M	15	<b>Cluster E: Working in the Hospitality Industry</b> Written task and reflection	
	SITHIND002	Source and use information on the hospitality industry	E	M	20		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination.		



# TERM PLANNER



Use this to help you plan the work required throughout the HSC course. Ensure that you,

- give each task time
- plan what is required
- clarify with the head teacher, check with the teacher for assistance
- ask for feedback.

# Term 4

Week / Subject																				
1	<b>ASSESSMENT FREE WEEK</b>																			
2	<b>ASSESSMENT FREE WEEK</b>																			
3																				
4																				
5	<b>ASSESSMENT FREE WEEK</b>																			
6																				
7																				
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9																				
10																				



# Term 1

Week / Subject									
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# Term 2

Week / Subject									
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# Term 3

Week / Subject										
1										
2										
3										
4	<b>ASSESSMENT FREE WEEK</b>									
5	<b>TRIAL HSC EXAMS</b>									
6	<b>TRIAL HSC EXAMS</b>									
7										
8										
9	<b>ASSESSMENT FREE WEEK</b>									
10	<b>ASSESSMENT FREE WEEK</b>									

