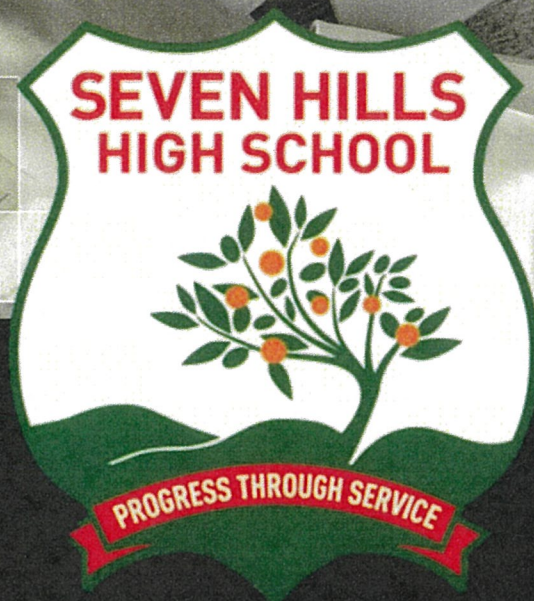


MEASURE

ASSESSMENT

EVALUATION



# YEAR 12 ASSESSMENT HANDBOOK 2022/23

- Assessment Policy & Guidelines
- Examination Protocols
- Assessment Schedules
- Course Calendars



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***Please note : VET Subjects will publish their Assessment Schedules to classes when they become available from the RTO***

# Year 12 Courses, Vocational Courses and Endorsed Course Guide and HSC Assessment Policy

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## Course Guide and Assessment Policy

NESA - The NSW Education Standards Authority is the statutory authority overseeing NSW schools, curriculum and assessment and is referred to as NESA.

### A. Eligibility for the award of an HSC

#### 1. Study of an appropriate pattern of study

To qualify for the Higher School Certificate students must satisfactorily complete an HSC pattern of study comprising at least 12 units, following on from the Preliminary pattern of study. Both patterns must include:

- at least six units from NESA Developed courses;
- at least two units of a NESA Developed course in English;
- at least three courses of two units value or greater (either NESA Developed or NESA Endorsed courses);
- at least four subjects

To satisfy pattern of study requirements for the Higher School Certificate, a student may count a maximum of six Preliminary units and six HSC units from courses in Science.

#### 2. Complete courses satisfactorily

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

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

It should be noted that, as a result of absence from a course, the Principal may determine that course completion criteria may not be met.

**Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.**

## B. Assessment Guidelines

### 1. General

Assessment tasks indicate achievement over a wide range of syllabus outcomes. Students will receive the following advice about assessment in each course before assessment begins.

- (a) the practical and written tasks, such as tests, assignments and projects, on which their assessments are to be based.
- (b) the weighting to be allocated to each task.
- (c) an indication as to when the task will be held.

### 2. Notification of tasks

In addition to the schedule of assessment tasks, the college will provide adequate notice of the precise timing of assessment tasks. Generally, at least two weeks' notice of the details of a task will be given and any change to the task that may occur.

**NB If a student is absent from school or a lesson it is the student's responsibility to check if any information relating to Assessment Tasks has been communicated.**

### 3. VET Mandatory work placement

As with all other Preliminary courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an "N" determination.

### 4. Completion of tasks

NESA hopes that, through the process of continuing assessment, it will be able to reward sustained effort on the part of senior students and sample a wider (and, therefore, more accurate) range of student attainments. A sound performance in assessment tasks over the Preliminary course also helps to prepare students for the actual HSC which will modify their school assessment. It should be realised that the assessment program places a responsibility upon students to complete the assessment tasks.

At Seven Hills High School the following policies towards missed tasks have been determined.

- i. Students who **complete** all aspects of the assessment task and **submit it** on or **before** the due date are eligible for the full mark allocated for the task.
- ii. Students who **attend** an assessment task which is to be completed at school are eligible for the full mark allocated for the task.
- iii. Students who **fail to submit** an assessment task by the due date **must be given zero** if they have no valid reason.
- iv. Students who **fail to attend** on the specified date an assessment task which is to be completed at school **must be given zero** if they have no valid reason.
- v. Students who fail to submit an assessment task by the due date, but who have a valid reason (such as sickness or approved leave validated by appropriate documentation) are eligible for the full mark allocated to the task if they have completed the task. A medical certificate may not be accepted as excusing late submission of tasks **where the task was issued well in advance of the illness** and the medical certificate shows that the student was not incapacitated for a large part of that time. You should submit whatever progress work has been completed at that time e.g. drafts, plans, rough work etc. This will be assessed by the teacher and may be awarded marks.

**PLEASE NOTE: YOU MUST SUBMIT THE TASK ON THE DAY YOU RETURN TO SCHOOL.**

- vi. Students who **fail to attend** an assessment task which is to be completed at school, but who **have a valid reason** (e.g. sickness) must be given an opportunity to do the task or an equivalent task at a later date. In exceptional circumstances it may be necessary to give a mark based on the student's other assessment tasks. These students are eligible for the **full mark** allocated to the task.
- vii. Students who **submit an incomplete** task on or before the due date are to be allocated a mark. This mark is to be based on the proportion of the task completed. The task does **not** automatically receive a zero mark. As an example, if the task had six equally weighted components and a student attempted only three of these, that student would be eligible for up to 50% of the mark allocated to the task.
- viii. If a student believes factors beyond their control, e.g. sickness or family misfortune, have affected their ability to do their best on a task they may apply for an extension by seeing the appropriate Head Teacher at least 24 hours before the due date.

**NO EXTENSION WILL BE GRANTED TO APPLICATIONS RECEIVED ON THE DAY A TASK IS DUE.**

- ix. If a student submits a task which is deemed to be a non-serious attempt by the teacher, then a zero mark will be awarded.
- x. During examination sessions, any portable electronic devices, including iPods, are not permitted and only NESA approved equipment, such as calculators, may be used.
- xi. Hard copies (not computer files) of written task responses are to be submitted unless the task stipulates otherwise. It is the student's responsibility to have work printed in time for submission.
- xii. Printing of major works can be organised through the school provided it is submitted one week before the due date.
- xiii. Computer / printer failure cannot be used as a reason to submit work late.

**Where a student is going to be absent, the student or parent/guardian should contact the Head Teacher or class teacher if possible, before the task takes place. If unexpectedly absent on the day of the task, the student should phone the school and inform the Deputy Principal, or the Head Teacher of the subject. Work Placement is not a valid reason to submit work late. All students on Work Placement must make arrangements to submit the work by the due date.**

## **5. Appeals and Reviews**

Where students are dissatisfied with any aspect of the assessment procedure, they should in the first instance approach the Head Teacher of the subject concerned. If the problem cannot be resolved at the faculty level, it may be referred to the Assessment Review Committee (Principal, a Deputy Principal and the Head Teacher Secondary Studies), who will convene to consider the particular case.

Queries about the marks awarded for a task CAN ONLY be considered if made when the task is handed back to the class.

## 6. Malpractice

Students who cheat in any way, including plagiarism, make a non-serious attempt, or truant for an assessment task will score zero for the task. In addition, the task will be recorded as a non-attempt in terms of the requirement that students complete tasks which must total more than 50% of available marks. Note: **Cheating occurs when a student attempts to gain an unfair advantage.** The Principal will make all such judgements in consultation with the Review Committee. Plagiarism is the submitting of work that is not wholly your own, e.g. submitting slabs of text from the internet or a textbook.

## 7. Non-Serious Attempt

Students studying a Preliminary course must make a genuine attempt to complete course requirements. It is a matter for the teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements.

Students who do not make a genuine attempt **must be given zero** and will be required to complete a substitute task.

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgment to determine whether the attempts made by the student to complete the course are genuine.

Where students are studying a Preliminary course that includes a requisite examination, students must sit for and make a genuine attempt at the examination. If it is determined that a student has not made a genuine attempt to complete course requirements, the Principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

## 8. "N" Determinations

NESA has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each NESA Developed and / or NESA Endorsed Course in which they are enrolled in accordance with the requirements issued by the Board.

Principals therefore will determine if there is sufficient evidence that each student has applied diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. **Principals may determine that, as a result of absence, the course completion criteria may not be met.** Clearly, absences will be regarded seriously by principals who will give students early warning of the consequences of such absences. Warning letters will relate the student's absence to the non-completion of course requirements.

## 9. Warnings

If at any time it appears that a student is at risk of being given an "N" (No completion of course requirements) determination in any course, including VET courses, the Principal will warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning will be given in time for the problem to be corrected and will provide advice about the possible consequences of an "N" determination in a course on Higher School Certificate eligibility.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

## 10. Record of School Achievement – ROSA

Students leaving school prior to the conclusion of the HSC are eligible to apply for a Record of School Achievement. Applications for the ROSA credential are made directly to NESA.

## C. School Assessments under Examination Conditions

In school assessments are often carried out under examination conditions. Seven Hills HS uses examination procedures modelled on those used for NESA external examinations.

Students need to be aware of the Assessment and Examination Procedures and Code of Conduct. They ensure the smooth running of tasks and an environment in which all students are able to respond to the best of their ability without disruption from others.

### 1. Procedures and Code of Conduct

#### You will need to:

- Wear school uniform. This assists staff supervisor to identify you as a student of this campus.
- Organise your transport to be on time.
- Arrive at the room at least 15 minutes before the starting time. You need to allow enough time to find your allocated seat.  
**If you arrive late, entry will be at the supervisors' discretion.**
- Sit at your allocated desk. Do not swap name place cards.
- **Bring all necessary equipment in a CLEAR ZIP LOCK BAG or CLEAR PENCIL CASE.** A black or blue pen, pencil, pencil sharpener, eraser, highlighter and ruler marked in mms and cms are allowed in ALL examination or assessment rooms.
- Have your own NESA approved calculator when required. Make sure it is fully charged.
- Bring a **clear** bottle of water if you need it; you cannot leave to refill it.
- Leave mobile devices (including "smart" watches – Apple Watch etc.) turned off and in your bag **OUTSIDE THE ROOM.** A designated secure space is provided.
- Remove your watch and place it in clear view on the desk in front of you.

#### In the room:

- When instructed, thoroughly check your question paper – ensure that no pages are missing and all pages have printed clearly.
- Supervisors have the right to inspect any equipment you bring into the examination room.
- Reading time is for reading only.  
**NO writing or highlighting may be undertaken during reading time.**
- Read instructions carefully, noting requirements for the use of answer booklets.
- Supervisors are NOT permitted to interpret questions.
- Write your name, as instructed by the supervisor, on every page of your answer booklet.
- Write in black or blue pen, preferably black.
- You are to remain in your seat in an appropriate position for the duration of time
- Stop writing immediately when you are instructed to do so.
- Arrange completed answers according to supervisor's instructions.
- Do not remove examination papers from the examination room.
- Only leave the examination room when the supervisor says it is OK to do so. Leave immediately as directed.
- If you are ill or a problem exists during the examination notify the supervisor immediately, by quietly raising your hand.

#### If you are ill or have a major problem on the morning of the examination:

Notify your Year Deputy or the front office (9624 3329) as soon as possible, and make an Illness/misadventure application as soon as you return to school.

**Note: Illness/misadventure appeals require a Medical Certificate.**



### Students are not permitted to:

- Borrow equipment.
- Take mobile phones or programmable watches or other electronic devices into the room.
- Speak or communicate to anyone other than a supervisor during the running of the task. You must behave in a manner does not disturb or disrupt others.
- Smoke, eat or come to examinations under the influence of alcohol or illegal drugs.
- Try to cheat or participate in any form of malpractice.

**Cheating or malpractice may result in zero marks being awarded and an 'N' determination issued.**

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If a student breaches these Procedures or Code of Conduct, the school will use a Yellow/Red Card notification system.

Students will receive one official warning - a YELLOW CARD will be placed on their desk. Should the behaviour continue the student will receive a RED CARD. They are then escorted from the room and taken to the Deputy Principal. This will result in disciplinary action.

### What do the cards mean?

**Yellow Card:** THIS IS A WARNING. You have been observed breaking the code of conduct. DO NOT ATTEMPT TO DISCUSS THIS NOW. The next step will be a Red Card and removal.

**Red Card:** You have been observed breaking the code of conduct. You are to leave the room IMMEDIATELY without disrupting others. Please report immediately to the Deputy Principal.

### If you are ill or have a major problem on the morning of the examination:

Notify your Year Deputy or the front office (9624 3329) as soon as possible, and make an Illness/misadventure application as soon as you return to school.

Note: Illness/misadventure appeals require a Medical Certificate.

# Sample Warning Letter

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Johnson Avenue SEVEN HILLS 2147  
Phone: 9624 3329  
Fax: 9838 8553  
Email: [sevenhills-h.school@det.nsw.edu.au](mailto:sevenhills-h.school@det.nsw.edu.au)

## NON-COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE *OFFICIAL WARNING*

Student's name:

Date:

Dear

I am writing to advise that your son / daughter is in danger of not meeting the course completion criteria for the Higher School Certificate course in \_\_\_\_\_.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the first official warning we have issued concerning the above course/task. A minimum of two course specific warnings must be issued prior to a final 'N' determination being made for a course.

### **Course Completion Criteria**

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 11 students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

The satisfactory completion of a course requires principals to have sufficient evidence that the student has met the following criteria.

- a) Followed the course developed or endorsed by the NESA.
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- c) Achieved some or all of the outcomes.

To date, your son / daughter has not satisfactorily met (a), (b) or (c) of the course completion criteria.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for your son / daughter to satisfy the course completion criteria, the following tasks, requirements or outcomes need to be satisfactorily completed/achieved.

<i>Task name Course requirement Course outcome</i>	<i>Date task initially due (if applicable)</i>	<i>Action required by student</i>	<i>Date to be completed by (if applicable)</i>

**Task Description:**

**This task is worth % of the total course assessment.**

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

\_\_\_\_\_  
Class Teacher

\_\_\_\_\_  
Head Teacher

\_\_\_\_\_  
Deputy Principal

*Please detach this section and return to the school*

**REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A  
HIGHER SCHOOL CERTIFICATE COURSE**

Student's name:

Course:

Date:

I have received the letter indicating that my son / daughter is in danger of not having satisfactorily completed the course listed above.

I am aware that this course may not appear on his / her Record of School Achievement.

I am also aware that the 'N' determination will make my son / daughter ineligible for the award of the Higher School Certificate.

Parent/Caregiver's signature \_\_\_\_\_ Date \_\_\_\_\_

Student's signature \_\_\_\_\_ Date \_\_\_\_\_



# STUDENT APPEAL FORM *Illness/Misadventure*

FAMILY NAME: \_\_\_\_\_

GIVEN NAME: \_\_\_\_\_

NESA STUDENT NUMBER: \_\_\_\_\_

YEAR **11** OR **12**

SUBJECT \_\_\_\_\_

TEACHER \_\_\_\_\_

TASK \_\_\_\_\_

TASK ISSUE DATE \_\_\_\_\_

EXAM OR TASK DUE DATE \_\_\_\_\_

### TYPE OF TASK

- Assessment Task
- Examination (during Examination Period)
- Presentation/Performance
- Work Placement
- Other \_\_\_\_\_

### THIS FORM IS TO EXPLAIN

- Illness MUST BE ACCOMPANIED BY A MEDICAL CERTIFICATE
- Misadventure
- Other \_\_\_\_\_

#### REASON FOR APPEAL:

- Absent from assessment task, or absent when an assessment task was due (due to illness or exceptional circumstance)
- Special consideration (due to illness/misadventure/exceptional circumstances leading up to an assessment task, or on the day of an assessment task)

REASONS SUPPORTING APPLICATION (to be completed by the student):

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#### ATTACH SUPPORTING DOCUMENTATION

I have attached (please tick and complete relevant information):

- Medical Certificate from Dr. \_\_\_\_\_ Dated: \_\_\_\_\_
- Supporting letter (from parent/carer etc.)
- Other (please describe) \_\_\_\_\_

Signature Student: \_\_\_\_\_

Date: \_\_\_\_\_

Signature Parent/Caregiver: \_\_\_\_\_

Date: \_\_\_\_\_

### SUBMIT COMPLETED FORM TO HEAD TEACHER

Date received from student: \_\_\_\_\_

Action/Recommendation from KLA Head Teacher:

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\_\_\_\_\_  
Head Teacher Signature and Date  Upheld  Denied

\_\_\_\_\_  
Principal's Signature and Date  Upheld  Denied



# STUDENT APPEAL FORM

Attach copies of all evidence and return to the Front Office - no later than 2 working days after you have been given the decision regarding your Illness/Misadventure appeal.

Student Details
Name: _____
Connect Group: _____
Course: _____
Teacher: _____
Task Due Date: _____
Date Submitted / Completed: _____
Home Address: _____ _____
Parent / Guardian Name: _____
Contact Number: _____
Evidence to support appeal: (List documents attached)

Type of Task
<input type="checkbox"/> Hand in
<input type="checkbox"/> Exam / Test
<input type="checkbox"/> Oral / Performance
<input type="checkbox"/> Work Placement
<input type="checkbox"/> Other: _____
<b>This form is to explain why you wish to appeal the decision of your Illness Misadventure request:</b>
<input type="checkbox"/> Process not followed correctly
<input type="checkbox"/> Other: _____

### Student Comment

Outline the reason for your appeal:

.....

.....

.....

\_\_\_\_\_  
Student signature & date

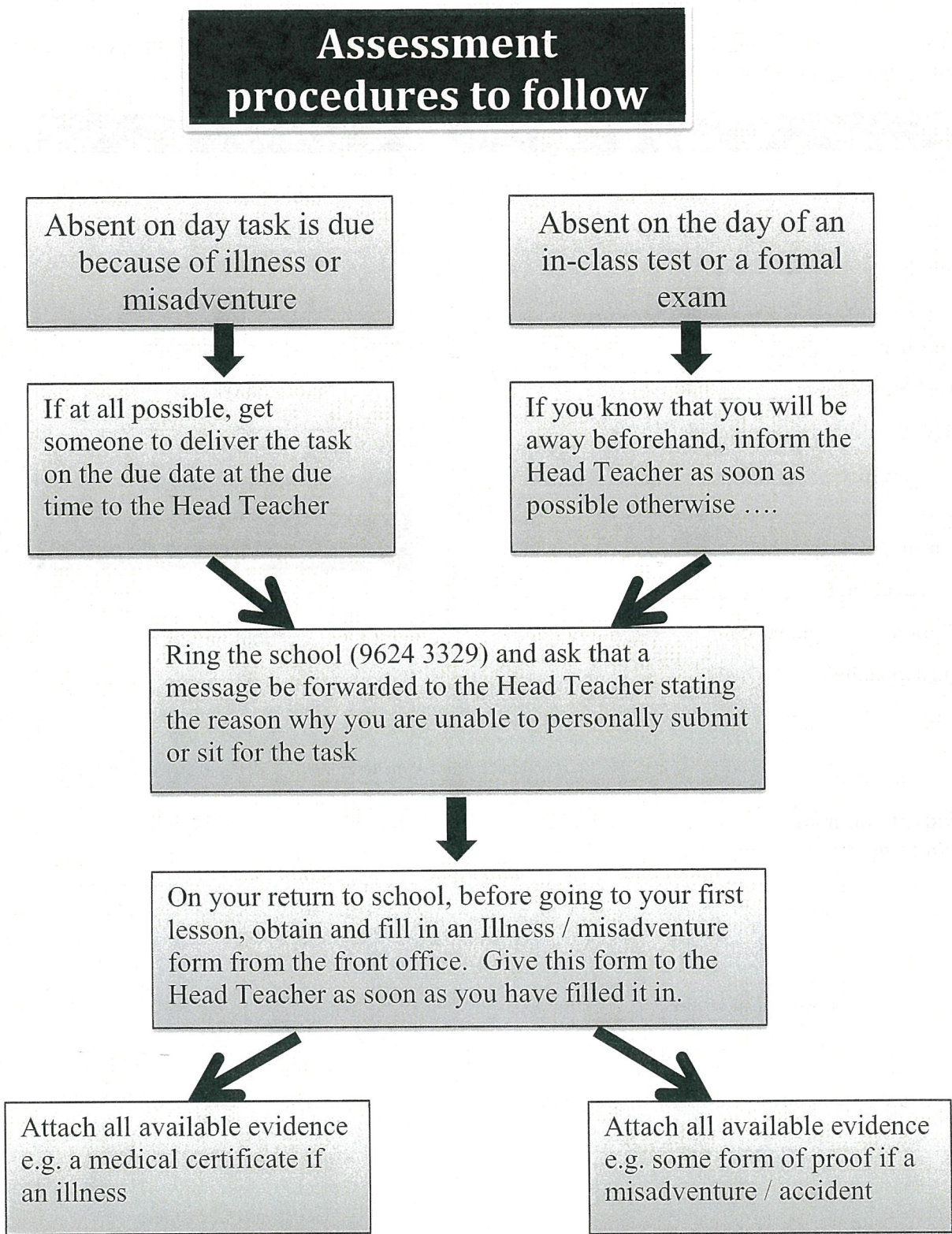
Date appeal form received from student:

\_\_\_\_\_

\_\_\_\_\_  
Appeal Committee date

Upheld  Denied

# Procedures to Follow if Assessment Tasks are Missed



## Ancient History

	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Name of Task</b>	<b>Core Study: Cities of Vesuvius – Pompeii and Herculaneum</b>	<b>Ancient Societies:  Option G: Spartan Society to the Battle of Leuctra 371 BC</b>	<b>Historical Periods:  Option A: New Kingdom Egypt to the death of Thutmose IV</b>	<b>Trial HSC Examination</b>	
<b>Type of Task</b>	<b>Source Analysis</b>	<b>Historical Analysis</b>	<b>Research Essay</b>	<b>Exam</b>	
<b>Date of Task</b>	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Wk 2-3	
<b>Outcomes Assessed</b>	AH12-6 AH12-7 AH12-9	AH12-1 AH12-4 AH12-5 AH12-7 AH12-9	AH12-2 AH12-3 AH12-5 AH12-6 AH12-8	AH12-1 AH12-2 AH12-3 AH12-4 AH12-5 AH12-6 AH12-7 AH12-8 AH12-9 AH12-10	
<b>Component</b>					<b>Weighting %</b>
<b>Knowledge and understanding of course content</b>	5	5	10	10	<b>30</b>
Historical skills in the analysis and <b>evaluation of sources</b> and interpretations	5	5	5	10	<b>25</b>
Historical <b>inquiry</b> and research	5	5	10		<b>20</b>
<b>Communication</b> of historical understanding in appropriate forms	5	5	5	10	<b>25</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

Week	Term 4	Term 1	Term 2	Term 3
<b>1</b>	Core Study: Cities of Vesuvius	Ancient Societies: Sparta	Historical Period: New Kingdom Egypt	Exam Revision
<b>2</b>	Core Study: Cities of Vesuvius	Ancient Societies: Sparta	Historical Period: New Kingdom Egypt	<b>Task 4 Trial HSC -30%</b>
<b>3</b>	Core Study: Cities of Vesuvius	Ancient Societies: Sparta	Historical Period: New Kingdom Egypt	Personalities Hatshepsut
<b>4</b>	Core Study: Cities of Vesuvius	Ancient Societies: Sparta	Historical Period: New Kingdom Egypt	Personalities Hatshepsut
<b>5</b>	Core Study: Cities of Vesuvius	Ancient Societies: Sparta	Historical Period: New Kingdom Egypt	Personalities Hatshepsut
<b>6</b>	Core Study: Cities of Vesuvius	Ancient Societies: Sparta	Personalities Hatshepsut	Personalities Hatshepsut
<b>7</b>	Core Study: Cities of Vesuvius	Ancient Societies: Sparta	Personalities Hatshepsut	Personalities Hatshepsut
<b>8</b>	Core Study: Cities of Vesuvius	<b>Task 2 Historical Analysis 20%</b>	<b>Task 3- Research Essay 30%</b>	HSC Exam Revision
<b>9</b>	<b>Task 1 Source Analysis 20%</b>	Historical Period: NKE	Personalities Hatshepsut	HSC Exam Revision
<b>10</b>	Ancient Societies: Sparta	Historical Period: NKE	Personalities Hatshepsut	HSC Exam Revision
<b>11</b>		Historical Period: NKE		

## Biology

	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Name of Task</b>	<b>Mitosis and Meiosis Modelling</b>	<b>Technologies Research</b>	<b>Diseases Depth Study</b>	<b>Trial HSC Examination</b>	
<b>Type of Task</b>	<b>In class practical task</b>	<b>Research</b>	<b>Report and Presentation</b>	<b>Written Exam</b>	
<b>Date of Task</b>	<b>Term 4 Week 8</b>	<b>Term 1 Week 6</b>	<b>Term 2 Week 8</b>	<b>Term 3 Week 2/3</b>	
<b>Outcomes Assessed</b>	BIO11/12-1 BIO11/12-6 BIO12-12	BIO11/12-2 BIO11/12-4 BIO12-13	BIO11/12-3 BIO11/12-5 BIO11/12-7 BIO12-14 BIO12-15	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
<b>Component</b>					<b>Weighting %</b>
Working Scientifically	10	10	20	20	60
Knowledge and Understanding	10	10	10	10	40
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

WEEK	TERM 4	TERM 1	TERM 2	TERM 3
1	Heredity	Genetic Change	Infectious Disease	Revision
2	Heredity	Genetic Change	Infectious Disease	<b>Trial Examination 30%</b>
3	Heredity	Genetic Change	Infectious Disease	Non-Infectious Disease and Disorders
4	Heredity	Genetic Change	Infectious Disease	Non-Infectious Disease and Disorders
5	Heredity	Genetic Change	Infectious Disease	Non-Infectious Disease and Disorders
6	Heredity	<b>Task 2- Technologies Research 20%</b>	Infectious Disease	Non-Infectious Disease and Disorders
7	Heredity	Genetic Change	Infectious Disease	Non-Infectious Disease and Disorders
8	<b>Task 1-Modelling 20%</b>	Genetic Change	<b>Task 3- Diseases Depth Study 30%</b>	Non-Infectious Disease and Disorders
9	Heredity	Genetic Change	Infectious Disease	Non-Infectious Disease and Disorders
10	Heredity	Genetic Change	Infectious Disease	Revision
11				



## Community & Family Studies

	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Name of Task</b>	<b>IRP</b> -Process -Diary -Product	<b>Research &amp; Pamphlet</b>	<b>Written report – Parenting &amp; Caring</b>	<b>Trial HSC Examination</b>	
<b>Type of Task</b>	Research Task	Research & ICT task	Analysis & questions	Trial HSC	
<b>Date of Task</b>	<b>Term 4</b> <b>Week 10</b>	<b>Term 1</b> <b>Week 4</b>	<b>Term 2</b> <b>Week 3</b>	<b>Term 3</b> <b>Week 2/3</b>	
<b>Outcomes Assessed</b>	H4.1, H4.2	H1.1, H2.2, H3.3	H2.1, H3.2, H3.4, H5.1, H6.1	TBA	
<b>Component</b>					<b>Weighting %</b>
Knowledge and understanding of course content.	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating.	15	15	15	15	60
<b>Total %</b>	20	25	25	30	<b>100</b>

WEEK	TERM 4	TERM 1	TERM 2	TERM 3
1	Research Methodology	Groups in Context	Parenting & Caring	Option: Social Impact of Technology
2	Research Methodology	Groups in Context	Parenting & Caring	HSC Trial Examination 30%
3	Research Methodology	Groups in Context	Parenting & Caring <b>Written report 25%</b>	Option: Social Impact of Technology
4	Research Methodology	Groups in Context <b>Research and Pamphlet 25%</b>	Option: Social Impact of Technology	Option: Social Impact of Technology
5	Research Methodology	Groups in Context	Option: Social Impact of Technology	HSC Examination Preparation
6	Research Methodology	Parenting & Caring	Option: Social Impact of Technology	HSC Examination Preparation
7	Research Methodology	Parenting & Caring	Option: Social Impact of Technology	HSC Examination Preparation
8	Research Methodology	Parenting & Caring	Option: Social Impact of Technology	HSC Examination Preparation
9	Groups in Context	Parenting & Caring	Option: Social Impact of Technology	HSC Examination Preparation
10	Groups in Context <b>IRP 20%</b>	Parenting & Caring	Option: Social Impact of Technology	HSC Examination Preparation
11		Parenting & Caring		

## English (Standard)

	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Name of Task</b>	<b>Common Module:</b> <i>Texts and Human Experiences</i> (with Related materials) (15%)  AND <b>Module C:</b> <i>The Craft of Writing</i> (10%)	<b>Module A:</b> <i>Language, Identity and Culture</i> (20%)  AND <b>Module C:</b> <i>The Craft of Writing</i> (5%)	<b>Module B:</b> <i>Close Study of Literature</i> (20%)  AND <b>Module C:</b> <i>The Craft of Writing</i> (5%)	<b>Trial HSC</b>  <b>Paper 1:</b> <i>Texts &amp; Human Experiences</i> (10%)  AND <b>Paper 2:</b> <i>Modules: A, B, C</i> (15%)	
<b>Type of Task</b>	Multimodal Presentation	Composition	Visual Journal	Exam	
<b>Date of Task</b>	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 3	
<b>Outcomes Assessed</b>	EN12-1, EN12-2, EN12-5, EN12-6, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	
<b>Component</b>					<b>Weighting</b>
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	50
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

Week	Term 4	Term 1	Term 2	Term 3
<b>1</b>	<i>Introduction to HSC</i>	Craft of Writing	Craft of Writing	Revision
<b>2</b>	Craft of Writing	Craft of Writing	Craft of Writing	<b>Task 4 - Trial HSC - 25%</b>
<b>3</b>	Craft of Writing	Module A	Module B	Common Module
<b>4</b>	Common Module	Module A	Module B	Common Module
<b>5</b>	Common Module	Module A	Module B	Common Module
<b>6</b>	Common Module	Module A	Module B	Module A
<b>7</b>	Common Module	Module A	Module B	Module A + Module B
<b>8</b>	<b>Task 1 - 25%</b>	<b>Task 2 - 25%</b>	<b>Task 3 - 25%</b>	Module B
<b>9</b>	Common Module	Module A	Module B	Craft of Writing
<b>10</b>	Common Module	Module A	Module B	Craft of Writing
<b>11</b>				

## Industrial Technology – Timber and Furnishings

	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Name of Task</b>	<b>Portfolio</b> <ul style="list-style-type: none"> <li>• Statement of Intent</li> <li>• Initial Ideas</li> <li>• Research</li> <li>• Development of Ideas</li> <li>• Workshop Drawing</li> <li>• Calculations</li> </ul>	<b>Major Project &amp; Portfolio</b> <ul style="list-style-type: none"> <li>• Selection and Justification of Components Processes and Other Resources</li> <li>• Time Plan</li> <li>• Finance Plan</li> </ul>	<b>Project Development and Management Report</b>	<b>Trial HSC</b>	
<b>Type of Task</b>	Research Task – Major project Portfolio Planning Stage	Practical project Portfolio Part 2	Practical Project Portfolio Part 3	Trial HSC	
<b>Date of Task</b>	<b>Term 4 Week 10</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 2/3</b>	
<b>Outcomes assessed</b>	H3.1, H3.2, H3.3, H5.1,	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
<b>Component</b>					<b>Weighting</b>
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	15	10	10	15	<b>50</b>
Knowledge, skills, understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes/ techniques through the design and production of projects.	10	15	15	10	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

Week	Term 4	Term 1	Term 2	Term 3
1	Portfolio - Statement of Intent	Begin Major Project (MP) production	MP – ongoing evaluation	MP – ongoing evaluation, Trial Examination Prep
2	Portfolio - Initial Ideas	Portfolio MP production	MP – ongoing evaluation	<b>Task 4 Trial HSC – 25%</b>
3	Portfolio -Research	Time Plan MP production	MP – ongoing evaluation	MP – ongoing evaluation,
4	Portfolio - Development of Ideas	Finance Plan MP Production	MP – ongoing evaluation	<b>Major Project and Portfolio Due</b>
5	Portfolio - Idea Development	MP Production	MP – ongoing evaluation	HSC Examination Preparation
6	Portfolio - Workshop Drawings	MP production	MP – ongoing evaluation	HSC Examination Preparation
7	Portfolio - Calculations	MP production	MP – ongoing evaluation	HSC Examination Preparation
8	Materials - Ordering	MP Production	MP – ongoing evaluation,	HSC Examination Preparation
9	Portfolio	MP Production	MP – ongoing evaluation, Trial Examination Preparation	HSC Examination Preparation
10	<b>Task 1 -25%</b>	<b>Task 2 -25%</b>	<b>Task - 25%</b> Trial Examination Preparation	HSC Examination Preparation
11				

## Investigating Science

	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Name of Task</b>	<b>Scientific Investigation</b>	<b>Skills &amp; Data Analysis</b>	<b>Film Review</b>	<b>Trial HSC Examination</b>	
<b>Type of Task</b>	Scientific investigation and report	In class task	Depth Study	Formal written examination	
<b>Date of Task</b>	<b>Term 4 Week 10</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 8</b>	<b>Term 3 Week 2/3</b>	
<b>Outcomes Assessed</b>	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-6, INS11/12-7, INS12-12	INS11/12-4, INS11/12-5, INS12-13	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-5, INS11/12-7, INS12-14	INS11/12-4, INS11/12-5, INS11/12-6, INS12-12, INS12-13, INS12-14, INS12-15	
<b>Component</b>					<b>Weighting %</b>
Working Scientifically	15	15	20	10	60
Knowledge & Understanding	5	5	10	20	40
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

WEEK	TERM 4	TERM 1	TERM 2	TERM 3
1	Scientific Investigations	Technologies	Fact or Fallacy	Science and Society
2	Scientific Investigations	Technologies	Fact or Fallacy	<b>Task 4 Trial HSC 30%</b>
3	Scientific Investigations	Technologies	Fact or Fallacy	Science and Society
4	Scientific Investigations	Technologies	Fact or Fallacy	Science and Society
5	Scientific Investigations	Technologies	Fact or Fallacy	Science and Society
6	Scientific Investigations	Technologies	Fact or Fallacy	Science and Society
7	Scientific Investigations	<b>Task 2 - 20%</b>	Fact or Fallacy	Science and Society
8	Scientific Investigations	Technologies	<b>Task 3 - 30%</b>	Science and Society
9	Scientific Investigations	Technologies	Science and Society	Science and Society
10	<b>Task 1 - 20%</b>	Fact or Fallacy	Science and Society	Science and Society
11		Fact or Fallacy		

# Mathematics Standard 1

Component	TASK 1	TASK 2	TASK 3	TASK 4	
Name of task	Investigation	Topic Review	Topic Review	Trial HSC	
Type of task	Assignment	Written	Written	Examination	
Date of task	Term 4, Week 8	Term 1, Week 8	Term 2, Week 5	Term 3, Week 2/3	
Outcomes assessed	MS1-12-3 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-5 MS1-12-8	MS1-12-1 MS1-12-2 MS1-12-4 MS1-12-6 MS1-12-7	MS1-12-1 MS1-12-2 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-10	
Component					Weighting
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

Week	Term 4	Term 1	Term 2	Term 3
1	Introduction to HSC	Networks & Paths	Solutions of Linear Relationships	Revision
2	Rates	Networks & Paths	Solutions of Linear Relationships	<b>Task 4 Trial HSC 30%</b>
3	Rates	Networks & Paths	Solutions of Linear Relationships	Depreciation & Loss
4	Rates	Investments	Further Statistical Analysis	Depreciation & Loss
5	Rates	Investments	<b>Task 3-20%</b>	Depreciation & Loss
6	Rates	Investments	Further Statistical Analysis	Graphs of Practical Situations
7	Networks and Paths	Investments	Scale Drawings	Graphs of Practical Situations
8	<b>Task 1 -20%</b>	<b>Task 2-30%</b>	Scale Drawings	Graphs of Practical Situations
9	Networks and Paths	Right Angled Trigonometry	Scale Drawings	Graphs of Practical Situations
10	Networks and Paths	Right Angled Trigonometry	Depreciation & Loss	Revision
11		Right Angled Trigonometry		

## Sport, Lifestyle and Recreation

	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Name of Task</b>	<b>Outdoor Education</b>	<b>Games and Sports Application 1 Practical Task</b>	<b>Resistance Training Program</b>	<b>End of Course Examination</b>	
<b>Type of Task</b>	Research Task Practical Participation	PART A - Practical participation PART B - Teaching the skills/strategies for a sport of their choice	Resistance Training program Design	Examination Testing all Year 12 topics:  Outdoor Recreation Games and Sports application 1 Resistance Training	
<b>Date of Task</b>	<b>Term 4 Week 8</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 2/3</b>	
<b>Outcomes assessed</b>	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	1.1, 1.3, 2.1, 4.4, 3.2	
<b>Component</b>					<b>Weighting</b>
Knowledge and understanding of course content	<b>15</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>50</b>
Skills in critical thinking, research, analysis and communicating	<b>10</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

Week	Term 4	Term 1	Term 2	Term 3
<b>1</b>	Outdoor Recreation	Games and Sports Application 1	Resistance Training	Games and Sports Application 2
<b>2</b>	Outdoor Recreation	Games and Sports Application 1	Resistance Training	<b>Trial HSC - 25%</b>
<b>3</b>	Outdoor Recreation	Games and Sports Application 1	Resistance Training	Games and Sports Application 2
<b>4</b>	Outdoor Recreation	Games and Sports Application 1	Resistance Training	Games and Sports Application 2
<b>5</b>	Outdoor Recreation	Games and Sports Application 1	Resistance Training	Games and Sports Application 2
<b>6</b>	Outdoor Recreation	Games and Sports Application 1	Resistance Training	Games and Sports Application 2
<b>7</b>	Outdoor Recreation	<b>Task 2- 25%</b>	Resistance Training	Games and Sports Application 2
<b>8</b>	<b>Task 1- 25%</b>	Games and Sports Application 1	Resistance Training	Games and Sports Application 2
<b>9</b>	Outdoor Recreation	Games and Sports Application 1	<b>Task 3 -25%</b>	Games and Sports Application 2
<b>10</b>	Outdoor Recreation	Games and Sports Application 1	Resistance Training	Games and Sports Application 2
<b>11</b>		Games and Sports Application 1		

## ASSESSMENT CALENDAR – ALL COURSES 2022-2023

Week	2022 Term 4	2023 Term 1	2023 Term 2	2023 Term3
1				
2				TRIAL HSC
3			CAFS	TRIAL HSC
4		CAFS		
5			Maths Std 1	
6		Biology		
7		SLR Investigating Science		
8	SLR Biology English Standard Maths Std 1	Ancient History English Standard Maths Std 1	Ancient History Biology English Standard Investigating Science	
9	Ancient History		SLR	
10	CAFS ITTF Investigating Science	ITTF	ITTF	
11				

