



**CABRAMATTA
HIGH SCHOOL**

**Student
Information and
Assessment
Schedule Booklet**

2024-2025

Higher School Certificate

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Introduction

The purpose of this Assessment Handbook is to provide information to parents/carers and students regarding their studies in Year 12. Students who satisfactorily complete Year 12 are awarded the Higher School Certificate (HSC).

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority is the government agency responsible for education in NSW. Information can be accessed through [NESA](#).

Responsibility of Students

Students are required to read, understand, and comply with Cabramatta High School's Year 12 Assessment Policy as outlined in this handbook. Please note that ignorance is NOT an excuse.

Consistent effort throughout the year will be necessary to ensure that students reach their potential in terms of results. Teachers will make every effort to assist students to achieve their best, and parents/carers are asked to support students by encouraging effective homework/study patterns.

Change of Personal Details

If a student's personal details change from those provided to NESA on their Confirmation of Entry, they must advise the school immediately so that NESA can be informed as soon as possible. NESA requires each student's current postal address, email address and mobile number to send important information such as advice of dates and venues for practical and Languages oral examinations, HSC results and nomination letters for HSC showcase events.

Students can also change their personal details and address in the Students Online Account. If an ATAR has been requested, student's addresses must also be kept up to date with UAC.

The Higher School Certificate (HSC)

Reference: [Higher School Certificate](#)

The Higher School Certificate (HSC) is the highest educational award in NSW schools. It is awarded to NSW students who have satisfactorily completed both Years 11 and 12 in the required pattern of study.

To be eligible, for the HSC students must meet HSC course requirements and sit for the designated state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training, or employment.

For those students who leave school before completing the HSC, NESA issues the Record of School Achievement (RoSA) to eligible students. The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 and prior to completing Year 12.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

Patterns of study for the Higher School Certificate

Reference: [12.1](#)

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- Two units of a Board Developed course in English;

- at least four units of a Board Developed course;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed courses); and
- at least four subjects

Eligibility Requirements for the Higher School Certificate

Reference: [1.2.2](#)

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

- have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed *HSC: All My Own Work (ACE 10.2.1)* (or its equivalent)
- have demonstrated a minimum standard of literacy and numeracy [ACE Rule 8.1](#)
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the *HSC: All My Own Work* program or its equivalent.

Note: Exemptions may apply to the minimum standard of [literacy and numeracy](#)

1. Purpose of Stage 6 Assessment

1.1 What is an assessment?

- Assessment is the process of identifying, gathering and interpreting information regarding student achievement.
- In the context of the Higher School Certificate, a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in each course based on:
 - A wider range of syllabus outcomes than may be measured by the external examination.
 - Multiple measures and observations made throughout the HSC course rather than a single assessment.

1.2 Assessment requirements for Board Developed Courses and Board Endorsed Courses

- Schools are required to provide the NSW Education Standards Authority (NESA) with an assessment mark for each student enrolled in each Board Developed Course (BDC) with the exception of Life Skills and Vocational Education and Training (VET) courses.
- The assessment marks submitted to NESA are devised from assessment tasks and may include reference to performance across the year, set in accordance with the internal assessment program for each course. Marks must be calculated based on the mandatory assessment components and weightings found in the syllabus for each course. The assessment marks provide the rank order of students and the relative differences between students based on their performances in the assessment tasks.
- Schools are not required to submit to NESA descriptions of student performance with the assessment marks or to indicate a performance band for students.

1.3 Assessment requirements for Vocational Education and Training (VET) courses.

- a. Vocational Education and Training (VET) courses are competency based. The purpose of assessment in this context is to judge competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made on the basis of evidence derived from a variety of tasks.
- b. VET courses in Stage 6 are 'dual accredited'. Students receive recognition towards their school qualification as well as nationally recognised VET qualification (Certificate II or Statement of Attainment).
- c. The HSC course requirements in a VET course are defined by:
 - The HSC indicative hour requirements of the course
 - The HSC course structure
 - Mandatory work placement requirements (where applicable)
 - The HSC requirements and advice for examinable units of competency in Industry Curriculum Frameworks
 - Competency based assessment requirements,
- d. Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET industry curriculum framework examinations.

This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a Trial HSC examination.

It must be submitted at the same time as the school assessment marks for other HSC courses but will be used only in the case of a successful illness/misadventure appeal.

- e. Students wishing to use achievement in their VET course for calculation towards an Australian Tertiary Admission Rank (ATAR) – where the subject is deemed eligible – can choose to undertake the written NSW Educational Standards Authority Examination and will nominate this option during their HSC year. Cabramatta High School requires all VET students to sit for the Trial Examination in the HSC year.

All core and stream units of competency covered during the Preliminary and HSC years will be assessed in the HSC examination.

The written examination is independent of the competency-based assessment undertaken during the course. The mark achieved by students in the examination is used as the sole basis for determining the student's ATAR.

1.3.1 VET Mandatory Work Placement

Reference: [ACE 14.6](#)

The requirement to complete work placement in a VET framework course is also stated in the student declaration on the Confirmation of Entry. This is to be signed by the student and retained by the school.

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 a non-completion ('N') determination.

It is possible for the principal to certify, at a later stage, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn.

Work placement (70 hours) must be completed to be eligible for the relevant credential.

1.4 School Assessment Programs

- a. It is a requirement of the HSC school assessment program that for each course there is a published program of assessment tasks. These tasks are conducted throughout the HSC course, and each has a weighting determined by the school within guidelines provided by NESAs.

1.5 School Assessment Tasks

- a. School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.
- b. Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.
- c. The assessment program for the preliminary courses should conclude by the end of Term 3. Assessment for the HSC course must not commence until after the completion of the preliminary course. The assessment program for the HSC courses should commence on the first school day of Term 4 and for most courses conclude as practicably possible, at the end of the Trial HSC period in Term 3.

1.6 HSC Assessment Marks

- a. At the end of the course the marks for each task are aggregated using the school's electronic markbook. The markbook will employ processes that ensure that the appropriate weightings previously published in the school's assessment policy are correctly used to arrive at a final assessment mark for each student.

These assessment marks, which are then submitted to NESAs, provide a rank order of students and show relative differences between students' performances.

This is best achieved by designing assessment tasks that discriminate between students' achievements and use a sufficiently wide mark range.

1.7 Moderating Student Assessment Marks

- a. In the moderation process for the HSC, the assessment marks for a course submitted by each school are adjusted by a statistical process that considers the performance of the school group on the examination. This process ensures comparability between the assessment marks submitted by each school. The school group's initial examination marks, before they are aligned to the performance scale, are used to moderate the school group's assessment marks. Following the application of this procedure, the assessment marks are then aligned to the course performance scale using the same adjustments as used for the examination marks.
- b. The rank order of students based on their raw assessment marks is unchanged by the moderation process.

2. Communicating Assessment Guidelines

2.1 Communicating assessment guidelines

- a. Students will be issued the following documentation to support them in preparing for and completing assessments for the Higher School Certificate. This documentation will include:
 - *NSW Education Standards Authority 2023 Higher School Certificate Rules and Procedures* (a support booklet issued to students when commencing their HSC year).
 - The assessment schedule booklet (both Preliminary and HSC).
- b. A Higher School Certificate Information meeting will be conducted in Term 4 at the start of Year 12.
- c. Year meetings will also provide opportunities to explain specific details of the assessment policy to students. These will be conducted and reinforced throughout Year 12.

3. A standards Referenced Approach to Assessment

3.1 Assessment schedules

Reference [ACE 2.1.2](#)

- a. Students will be provided with an assessment schedule for courses studied. This assessment schedule will:
 - Inform each student of the assessment requirements for each course;
 - Indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
 - Outline the weightings for each syllabus component;
 - Specify values for each of these tasks; and
 - Provide a calendar with tasks listed showing the term and week that each task is due
- b. Each student will be provided with a printed copy of an assessment schedule for each course.
- c. A schedule of assessment tasks held during Term 4, Term 1, Term 2 and Term 3 will be issued to students by mid Term 4, 2023.
- d. Each student will be required to sign an acknowledgement of the receipt of the assessment policy and schedules.

3.2 Assessment Notifications

- a. Students will be notified, where possible, at least 14 calendar days in advance of the due date of an assessment task. The notification will include:
 - i. Components and weightings, and
 - ii. Syllabus outcomes assessed, and
 - iii. Type of the assessment task, and
 - iv. Scheduled date and time for attempting of submitting the task, and
 - v. Marking criteria (where appropriate)
- b. Students should make themselves aware of the assessment schedules and have an expectation of when an assessment notification will be issued. Where a student is absent on the day a notification is issued, it is the student's responsibility to seek the notification from their class teacher upon return to school and to check their Google Classroom/Microsoft Teams on online learning platform.

3.3 Marking Guidelines

- a. Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines.

The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

3.4 Providing Meaningful Feedback

- a. Teachers provide feedback to students to assist their learning.
- b. Feedback to students could incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.
- c. In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not competent.

3.5 Recording and reporting student marks

- a. Teachers and head teachers will keep records of each student's performance in each task in the electronic markbook available on the school network and should provide students after each task with information concerning their performance on individual tasks.
- b. Head teachers will inform students at the completion of the course of their final assessment rank.
- c. Students should be provided with a cumulative ranking of their assessment twice during the course. The cumulative ranking may also appear on student reports following the Half-Yearly and Trial HSC examinations.
- d. Students can collect their NESA Assessment rank order online using the Students Online service.

4. Misadventure

Consideration is given to students who suffer illness or misadventure at the time of a task. Misadventure refers to an event beyond the student's control which prevents the student from attending the assessment task or school on the date a task was due. (e.g., a car accident).

It is important to note that set procedures must be followed for this consideration to be applied to ensure fairness for all students.

N.B. Students need to be aware if they commence or attempt an assessment task, the results they achieve may be recorded, based on the outcome of the illness/misadventure process.

Students must attend school on time on the date of a task or date the task is due, according to their timetabled class. Students wishing to apply for illness/ misadventure should follow the relevant procedures specific to the situation as outlined below.

4.1 Absence due to illness misadventure on the day of an in-class assessment task

- a. Student or parent/carer must email or ring the school before the day of the task or by 8:25am on the day of the task to inform the student will be absent.

- b. Student must immediately report to the relevant head teacher on the day they return to school, complete an Illness/Misadventure Form (**Appendix A**) available on the CHS website, the Year Group Google Classroom, subject Google Classrooms, from the front office or at the end of this document, and provide a medical certificate and/or other supporting documentation for a misadventure.
- c. Completed forms and documentation must be returned to the relevant faculty head teacher **within two school days of the student's return to school**. Outcome will be determined with consultation of the stage 6 deputy principal, recorded on SENTRAL and the student will be informed via their student email.

4.2 Absence due to illness/misadventure on the day of a hand-in assessment task is due to be submitted.

- a. Student or parent/carer must email the school (cabramatta-h.school@det.nsw.edu.au) or call the front office on 9726 2424 before the day of the task or by 8:25am on the day of the task to inform that the student will be absent.
- b. Students must make every effort to have the task delivered in-person or submitted electronically (e.g., email or via Google Classroom) by the due date and time.
- c. If the task is not submitted the student must immediately report to the relevant head teacher on the day of return to school, complete an Illness/Misadventure Form available on the CHS website, the Year Group Google Classroom, subject online learning platforms, from the front office or at the end of this document, and provide a medical certificate and/or other supporting documentation for a misadventure.
- d. Completed forms and documentation must be returned to the relevant faculty head teacher **within two school days of the student's return to school**. Outcome of the illness/misadventure application will be determined in consultation with the stage 6 deputy principal, recorded on SENTRAL and the student will be informed via their student email.
- e. If an assessment task is submitted late, and there is no successful illness/misadventure application, students will be awarded a zero for the task. Students are required to submit the task to ensure courses outcomes are met and gain necessary feedback.

4.3 Illness/misadventure during an in-class assessment

- a. The student **MUST** notify the teacher of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide whether they:
 - i. Complete the task, in which case the mark earned will be awarded unless the student applies for illness/misadventure. The outcome of the illness/misadventure application will be determined by the stage 6 deputy principal and head teacher.
 - ii. Leave and apply for illness or misadventure immediately by obtaining an *Illness/Misadventure Form* and follow the illness/misadventure procedure.
- b. If the task has already commenced, the student must notify the teacher supervising the task of the circumstance related to illness or misadventure and the mark achieved to that point may be recorded, based on the outcome of the illness/misadventure process. Students will be required to complete an *Illness/Misadventure Form* and outcome will be determined by stage 6 deputy principal and head teacher.

4.4 Illness/Misadventure during formal examination period

- a. If the student is unable to attend an exam during the formal examination period, the student or parent/carer **MUST** contact the school up until 30 minutes prior to the commencement of the scheduled examination by phone: 9726 2424.
- b. Students must obtain an *Illness/Misadventure Form* and any other relevant documentation, including a doctor's certificate. Forms are available on the CHS website, the Year Group Google Classroom, online learning platforms, from the front office or at the end of this document.
- c. Complete forms and documentation as per the Illness/Misadventure procedure. All documentation and applications must be submitted to the stage 6 deputy principal before the conclusion of the formal examination

period. Forms can also be submitted electronically, with relevant documentation attached to the school's email address: cabramatta-h.school@det.nsw.edu.au

N.B. illness/misadventure applications for exams on the last day of the examination period are required to be emailed to the school's email address or submitted to the stage 6 deputy principal, within two school days of that date.

4.5 Absence due to school business

- a. Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit the *Request to Reschedule Form due to School Business (Appendix D)* to the faculty head teacher. The student will be required to submit the work at a time specified by the relevant faculty head teacher.

Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded. Should the student wish to appeal this decision, they must submit this in writing, by completing an *Appeals form (Appendix B)* to the stage 6 deputy principal through the Appeals process (See Section 8 Appeals)

- b. In the instance where a student will miss an in-class assessment task, the student is required to complete an alternate task prior to attending the official school activity/school business, in accordance with the outcome determined by the faculty head teacher. In the instance where this is not possible, staff will arrange an alternate task or hand in task.
- c. Students who undertake compulsory work placement for VET courses have sufficient time prior to the commencement of work placement to ensure the task can be submitted early or submitted electronically on the due date. It is the student's responsibility to notify their teacher and head teacher once they are aware that they will be on work placement on the task's due date and if necessary complete the "Request for Reschedule due to School Business" application form.
- d. It is required that prior to the commencement of school business students complete '*Absence due to school business/leave*' (*Appendix E*) and consult with their classroom teachers regarding coursework and tasks. In the instance where a student is advised of a placement within a day of workplace commencement, the student is required to complete the "Request for Reschedule due to School Business" application form. Assessments that are hand in tasks are required to be submitted electronically by the due date and an alternate task may be provided on the first day back at school.

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

4.6 Lateness on day of in-class or hand in assessment task

Students **must attend** school and be **marked present in all timetabled classes on the day** of an in-class assessment task. If students are later than 30 minutes than their first lesson of their scheduled timetable class, they will be required to complete an Illness/Misadventure form and submit to the faculty head teacher. If the illness/misadventure application is not upheld, a zero mark will be awarded.

4.7 Student Attendance

Students whose attendance is of concern with respect to meeting course requirements should be discussed with the stage 6 deputy principal.

If you know you will be away at the time of an assessment task with a valid reason (e.g., an operation) you need to request leave from the principal and head teacher. You **MUST** also complete "Request for Extension Form." (*Appendix C*), this should be made **at least 5 days prior to the due date**.

Absences for overseas or interstate travel are strongly discouraged and can impact on a student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

TRAVEL IS NOT A SATISFACTORY REASON FOR MISSING AN ASSESSMENT TASK AND A ZERO MARK WILL BE AWARDED.

Different subjects have various prerequisites (e.g., practical subjects require a set number of hours of practical work). Students need to be aware of the negative impact overseas and interstate travel will have on their academic progress.

If considering overseas or interstate travel, students are to:

- refer to the prescribed dates for assessment tasks prior to making travel arrangements.
- explain to their family the impact the travel will have on their High School Certificate.
- complete an Application for Extended Leave – Travel form (available from the front office) and attach a copy of the airline ticket.
- submit the Application for Extended Leave – Travel form to the principal for approval at least three weeks in advance.

4.8 Technology and Assessment

- a. Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.
- b. To assist students in the utilisation of technology, the following guidelines should be considered:
 - always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
 - back-up files regularly
 - save to cloud-based platforms such as One Drive, Google Drive or Microsoft Teams on the Department of Education portal.
 - print out copies of drafts and keep them while the assignment is in progress.
 - bring a copy of the file to school by either email or USB.
- c. In the case of the submission of assessment tasks, students may lodge an *Illness/Misadventure Form* if technology has failed. In such cases, students must provide adequate physical evidence of that task such as a draft or hard copy of the materials. This is to be submitted to the faculty head teacher and the outcome will be determined with consultation of the stage 6 deputy principal, recorded on SENTRAL and the student will be informed via their student email.

4.9 Outcome of Illness and Misadventure

The relevant faculty head teacher in consultation with the stage 6 deputy principal will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted, one of three things may occur:

1. Original or alternate task is to be completed. A zero mark will be recorded for the original task and the student will be required to complete the original task or an alternate task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.
2. Awarded mark remains. The student's performance in the assessment task maybe considered unaffected. In this case, the student's original result in the task will remain as marked.
3. Maintain rank applied to the task. In exceptional circumstances, where undertaking an alternative task is not possible, the stage 6 deputy principal, in consultation with the relevant faculty head teacher, may determine the

student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the task must be submitted or attempted in accordance with NESA rules and procedures. In this case, the following may occur:

1. Original task was submitted or attempted on time. The original task will be marked, and this earned mark will be recorded.
2. Original task was submitted or attempted late. The original task will be marked; however, a zero mark will be officially awarded.

In all cases, any student wishing to appeal this decision must do so in writing to the stage 6 deputy principal within two school days of receiving the initial decision.

4.10 Summary of Illness/Misadventure Process

Step One: Contact the school

- i. Parent/carer must inform the school on the day of the absence.



Step Two: Obtain relevant documentation.

- i. Student must obtain an Illness/Misadventure form.
- ii. For illness, the student must obtain a Medical Certificate, completed by a medical practitioner, and ensure it is completed for the period of absence
- iii. For misadventure, the student should obtain a statement or any supporting documentation, where possible, outlining the situation



Step Three: First day of return to school

It is the student's responsibility to:

- i. Report to either:
 - a. The relevant faculty head teacher for missed in-class assessment tasks and hand in assessment tasks; or
 - b. The stage 6 deputy principal for all missed examinations held during an examination period.

The student needs to be prepared to submit or sit the assessment task on that day.



Step Four: Submission, resolution, and feedback

- i. Submit Illness/Misadventure form and relevant documentation to the relevant head teacher within two school days of returning to school.
- ii. The relevant head teacher in consultation with the stage 6 deputy will consider the application.
- iii. The decision will be communicated to the student via email and recorded on SENTRAL.

5. Malpractice

Reference: [ACE 10.1](#)

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's processes and procedures. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

Any failure to comply with the rules as set out in this policy will be judged to be malpractice.

If you are found to have engaged in malpractice, you will be awarded a zero mark

5.1 Defining Malpractice

Malpractice is any activity that allows students to gain an unfair advantage over other students.

Malpractice is any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions. Allegations of malpractice are treated very seriously and detected malpractice will jeopardise a student's award and achievement of the HSC.

Misrepresentation can include, but is not limited to:

- Making up journal entries for a project, and/or
- Submitting falsified or altered documents, and/or
- Referencing incorrect or non-existent sources, and/or
- Contriving false explanations to explain work not handed in by the due date.

In the case of suspected plagiarism or malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own.

Such evidence might include but is not limited to the student:

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

5.2 Defining Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

Plagiarism includes but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own, and/or
- Using materials from books, journals, the internet (including AI), or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- Building on ideas or words of another person without appropriate acknowledgement, and/or
- Using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement

What you must do to prevent plagiarism

- a. You must give a reference if you take a fact or idea directly from someone else.
- b. If you use the exact words of your source (if you quote), then you must enclose the whole quotation in inverted commas. If you don't use quotation marks, you can be accused of plagiarism.
- c. Use your own words if you take information from other sources.

The school reserves the right to award a zero mark to work that contains any plagiarism.

5.3 Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- Sharing answers to an assessment task with other students, and/or
- Submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- Contract cheating by outsourcing work to a third party, and/or
- Unauthorised use of artificial intelligence technologies.

5.4 Use of Artificial Intelligence (AI)

The use of artificial intelligence (AI) generated responses and submitting these as your own work is considered a form of malpractice. Students suspected of using artificial intelligence in a hand-in assessment task will need to provide evidence that the task is their own work. Some evidence may include but is not limited to:

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

If malpractice is proven, a zero mark may be awarded. In some circumstances, the school may invoke a penalty appropriate to the seriousness of the offence.

5.5 Managing Malpractice

- a. Issues of malpractice need to be investigated by the head teacher of the respective course.
- b. If student is unable to provide evidence that malpractice **has not** occurred, **a zero mark may be awarded**. In some circumstances, the school principal may decide to invoke a penalty appropriate to the seriousness of the offence.
- c. Students are made aware that sharing/showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students.
- d. Students who may receive an alternate task through an appeal outcome are not to make any effort to gain knowledge, wording, or content of the original task.
- e. An N Warning letter will be generated to inform the student and the parent/carer of the malpractice and the necessary actions to be taken by the student to redeem the N Warning letter.
- f. All acts of malpractice are required to be recorded on the NESAs Register of Malpractice in HSC Assessment Tasks by the stage 6 deputy principal.
- g. All students have completed the 'HSC All My own Work Modules' before the commencement of the Preliminary course.

5.6 Consequences of Malpractice

Proven malpractice will limit a student's marks or result in a zero mark being given. It will impact their overall final assessment mark and rank. Proven malpractice MUST be registered with NESAs in the Malpractice Register in Schools Online. This will be done by the stage 6 deputy principal with information supplied by the head teacher.

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task;
- zero marks for part or all of the assessment task;
- an N Warning letter sent to the student/parent or guardian;
- withdrawal from a course/s

After being informed of the consequence of proven Malpractice, students have 2 full school days to appeal a decision made by the head teacher, by completing an Appeals form (**Appendix B**) and submitting this to the stage 6 deputy principal.

The stage 6 deputy principal will review all relevant documentation and inform the student, head teacher of the relevant course of the outcome by email and document this on SENTRAL.

6. Disability provisions

Reference: [ACE 6.1](#)

6.1 Disability Provisions Policy

- a. The [Disability Discrimination Act 1992](#) and the Disability Standards for Education (2005) require NESAs to ensure that students with a disability can access and respond to an examination.
- b. NESAs may approve Disability Provisions for the Higher School Certificate if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:
 - reading the examination questions and/or
 - communicating his/her responses.
- c. Principals have the authority to decide on, and to implement, Disability Provisions for school-based assessments including examinations.

6.2 Disability Provisions: areas outside NESAs guidelines

NESAs will not approve disability provisions:

- a. Solely on the basis of a diagnosis
- b. If it confers an advantage over students without that provision
- c. Based on students' stated or perceived difficulties when undertaking HSC courses or preparing for HSC exams
- d. Based on a student's lack of familiarity with the English language, and
- e. For students with episodic conditions (e.g., epilepsy or asthma) that might occur during the HSC exam, any occurrence of these conditions will be subject under NESAs' [Illness/Misadventure program](#).

6.3 Applying for Disability Provisions

- a. Disability provisions application form and information guides are available in Term 4 each year for students in Year 12 who intend to sit for the Higher School Certificate examinations in the following year. A student may

access Disability Provisions from the beginning of the assessment program by ensuring that application is made at this time.

- b. Students who wish to apply for special examination provisions should make an appointment with the Learning and Support Team.
- c. The student will need to supply evidence of the student’s special examination need.

Students and parents/caregivers are strongly advised to consult NESAs’s [HSC Disability Provisions guide for teachers and parents](#) for more information about Disability Provisions and/or speak to the Learning Support Team.

7. Formal Examinations – Rules and Procedures

Reference: [HSC Rules and Processes](#)

A formal written examination is often in the same format as an HSC examination and typically draws from most or all content areas, topics, or modules. An examination period is a dedicated time in which all examinations will be held for applicable courses. In Years 11 and 12, normal lessons will be suspended, and students are only required to attend school when their specific examinations are scheduled.

7.1 Examination procedures and rules

- a. Students must read the examination timetable carefully and be prepared to attend exams at the times and venues that the school arranges. Students must arrive to the exam, at least, 10 minutes early. Concessions will not be made (e.g., extra time provided) for students who arrive late for an examination or who miss the exam due to poor organisation or poor time management.

Misreading the examination timetable is not grounds for illness/misadventure of a formal assessment task.

- b. Students must sit for all exams which they are enrolled, unless they have an illness or misadventure, in which case, they must notify the school immediately and follow the appropriate procedures.
- c. Students should bring the equipment they need and know what equipment is allowed for each exam. Students are responsible of ensuring their equipment is in good working order, because the school will not uphold misadventure applications for equipment failure. Students may not borrow equipment during exams. Exam supervisors may inspect equipment when a student enters the room.

Permitted Items	Prohibited Items
<ul style="list-style-type: none"> ● Black pens ● Pencils (2B), erasers and a sharpener ● A ruler ● Highlighter pens ● A clear bottle of water with no label ● A non-programmable watch, which must be taken off, placed on your desk in clear view. ● Other equipment as specified in the exam notification, such as a calculator 	<ul style="list-style-type: none"> ● Mobile Phones ● Programmable watches, e.g., smart watches ● Any electronic devices (except a calculator, if permitted), including communication devices, organisers, tablets, music players, air pods/headphones or electronic dictionaries ● Paper or any written material (including your exam timetable) ● Dictionaries (except in languages exams, if permitted) ● Correction fluid or correction tape

- d. Students must sit at the desk that shows their name and/or student number.
- e. During the exam, students must:

- i. Follow the exam supervisor's instructions.
 - ii. Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
 - iii. Write their name and/or student number on all writing booklets, question and answer booklets and answer sheet (unless that information is already printed on them).
 - iv. Write clearly with a black pen (only use pencil if instructed to).
 - v. Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet and write a note on the front and back of both booklets stating that you wrote the answer in the wrong place. Do not re-write answers, but ensure you label and hand in all parts of your answers.
 - vi. Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
 - vii. Make a serious attempt at the exam by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt.
 - viii. Stop writing immediately when the supervisor tells you to.
 - ix. Follow the supervisor's instructions for arranging completed answers and wait for the supervisor to collect them.
- f. During the exam, students **must not**:
- i. Start writing until the Supervisor in charge instructs you to do so.
 - ii. Write on anything other than writing booklets, answer booklets or other writing material provided by the Supervisor in Charge. You should not write on any other equipment including your body, clothing, or tissues.
 - iii. Leave the room, except in an emergency. If you have to leave and want to come back to continue the exam, you must be supervised while you are out of the room.
 - iv. Leave(finish) the exam in the first hour.
 - v. Leave the exam in the last 15 minutes.
 - vi. Take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.
- g. Students must follow the normal school rules, behaving politely and courteously towards the exam supervisors and other students. Specifically, students must not:
- Cheat
 - Include frivolous or objectionable material.
 - Take any prohibited items into the examination room.
 - Speak to anyone other than the supervisor.
 - Behave in any way likely to disturb another student or upset the exam's running.
 - Eat unless approved by NESA guidelines (medical condition such as diabetes)
 - Take any writing booklets or exam paper, whether used or not, outside the room.
 - Write on your body (e.g., arms or legs), tissues or material that is not exam material.

Supervisors can ask you to leave the exam if you do not follow these rules. It may also result in a zero mark being awarded.

7.2 Assessment of Life Skills Outcomes in Stage 6

Reference: [ACE 11.2](#)

Stage 6 Life Skills courses provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability or imputed disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2 unit, 120-hour Preliminary course and a 2-unit, 120-hour HSC course.

Each student accessing a Life Skills course in Years 11-12, will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the bases of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes.

A student studying a Stage 6 Life Skills course cannot return to studying general education courses once a decision to access Life Skills courses has been made.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either:

- i. Without adjustments
- ii. With adjustments that enable the student to access course work and/or
- iii. Demonstrate achievement during assessment opportunities.

These adjustments should have been determined through the [collaborative curriculum planning process](#). Schools are not required to use the Common Grade Scale (A-E) for Preliminary courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.

8. Appeals

Reference: [ACE Rule 9](#)

8.1 Grounds for Appeal

- i. The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.
- ii. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher is not grounds for an appeal.

Any disputes over an individual task must be resolved at the time* the task is returned to the student.

** definition of time -during the timetabled period of the subject.*

Allocation of marks – teacher and student can discuss this at a mutually suitable time

8.2 Appeals surrounding the assessment procedure.

- a. The student may appeal the school's assessment process. The first appeal **MUST** be to the head teacher.
- b. Where a student believes that the appeal to the head teacher has not been resolved appropriately, they may appeal through the stage 6 deputy principal.
- c. The stage 6 deputy principal will determine if:
 - i. The weightings specified by the school in its assessment program were followed and conform with requirements as detailed in the syllabus by NESA.
 - ii. The procedures used to determine the final assessment marks conform with the issued assessment program and;
 - iii. There are no administrative or other clerical errors in the determination of the assessment mark.
- d. If it is determined that there may be errors in the process, the stage 6 deputy principal, may ask the head teacher to review the process and make adjustments accordingly.

- e. The appeal decision will be communicated to the student via their student DOE email.
- f. If the student is not satisfied with the appeal decision, they may make a subsequent appeal to NESAs. NESAs will consider only whether the weightings, the procedures and the correct computations were made as detailed above. There is no appeal against the marks awarded for individual assessment tasks.

Students are not entitled to seek a review of teachers' judgements of the marks allocated based on individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process.

8.3 Unacceptable grounds for appeal

The appeal application does not cover:

- a. attendance at a sporting or cultural event, or family holiday
- b. alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESAs will consider, e.g., major works stolen or destroyed by vandals.)
- c. disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs during the examination (e.g., a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.

Note: A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

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

8.4 Appeals process summary.

Step One: Students obtain the Assessment Task Appeal form



Step Two: Submit the request.

- i. Students must submit their appeal to the relevant faculty head teacher.



Step Three: Resolution and feedback

- i. The appeal application will be reviewed by the stage 6 deputy principal.
- ii. The decision will be communicated via email to the relevant faculty head teacher, class teacher, student, and parent/guardian.
- iii. The principal will be notified if further action is required.

9. COMPLETION OF SCHOOL BASED ASSESSMENTS

9.1 Satisfactory completion of the course

Reference: [ACE 4.1](#)

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

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

Students are required to follow an assessment program and have a school-based assessment mark submitted.

The minimum requirement is that the student must **make a genuine attempt** at assessment tasks that contribute **in excess of 50 percent** of available marks in the course.

9.2 Student Attendance

- a. The principal may determine that, as a result of absence, the above course completion criteria might not be met. School absences are serious and early written warning of the consequences of non-completion of course requirements will be provided. The warning must relate the student's absence to the non-completion of the course requirements.
- b. The stage 6 deputy principal will advise those students with frequent or ongoing absence in writing of the seriousness of these absences with respect to meeting course outcomes.
- c. To achieve course outcomes a satisfactory level of attendance is required. Cabramatta High School considers a minimum attendance of 90% in all courses will provide an opportunity to satisfactorily complete course outcomes.

9.3 Major Works

Reference: [ACE 2.5](#)

The following Stage 6 courses will require students to complete major works as part of their study. Each course has specific requirements which must be adhered to and when the works can commence. Information from NESA should be consulted to determine the actual requirements associated with each course. The courses include:

- Design and Technology
- Drama
- English Extension 2
- Industrial Technology
- Science Extension
- Music
- Society and Culture
- Textiles and Design
- Visual Arts

9.4 Monitoring of Major Works

Teachers will be required to complete individual progress checks, which will be recorded. Once each progress check is completed, the progress will be discussed with the student. In cases where there is a possible concern, the head teacher will be advised.

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

- i. An interview with the student and communication to their family
- ii. Issuance of a 'N' warning letter

9.5 Failure to complete or submit assessment tasks.

Reference: [ACE Rule 4.2](#)

- a. If a student has a valid reason for failing to complete or submit an assessment task, they may apply for an Illness/Misadventure through the faculty head teacher.
- b. If there is no valid reason, or the illness/misadventure is not upheld for not completing an assessment task, a zero mark may be recorded for the task. The student and their parents/guardians will be advised, in writing, of this through an 'N-Warning' letter.

9.6 Non-serious attempts

- a. A student must make a genuine attempt to complete an assessment task. The question of whether the attempt was genuine, is a matter for the teacher's professional judgement.
- b. Students studying the HSC course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether these tasks contribute to the final assessment mark.

It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

9.7 Communicating Course Requirement Concerns

Reference: [ACE Rule 4.2](#)

1. If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written 'N-Warning' letter must be provided to the student and their parents/guardians.

The school must:

- a. advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination.
- b. advise the parent or guardian in writing if the student is under 18.
- c. request from the student and/or parent/guardian a written acknowledgement of the warning

9.8 Failure to complete course requirements – N-Determination in HSC course

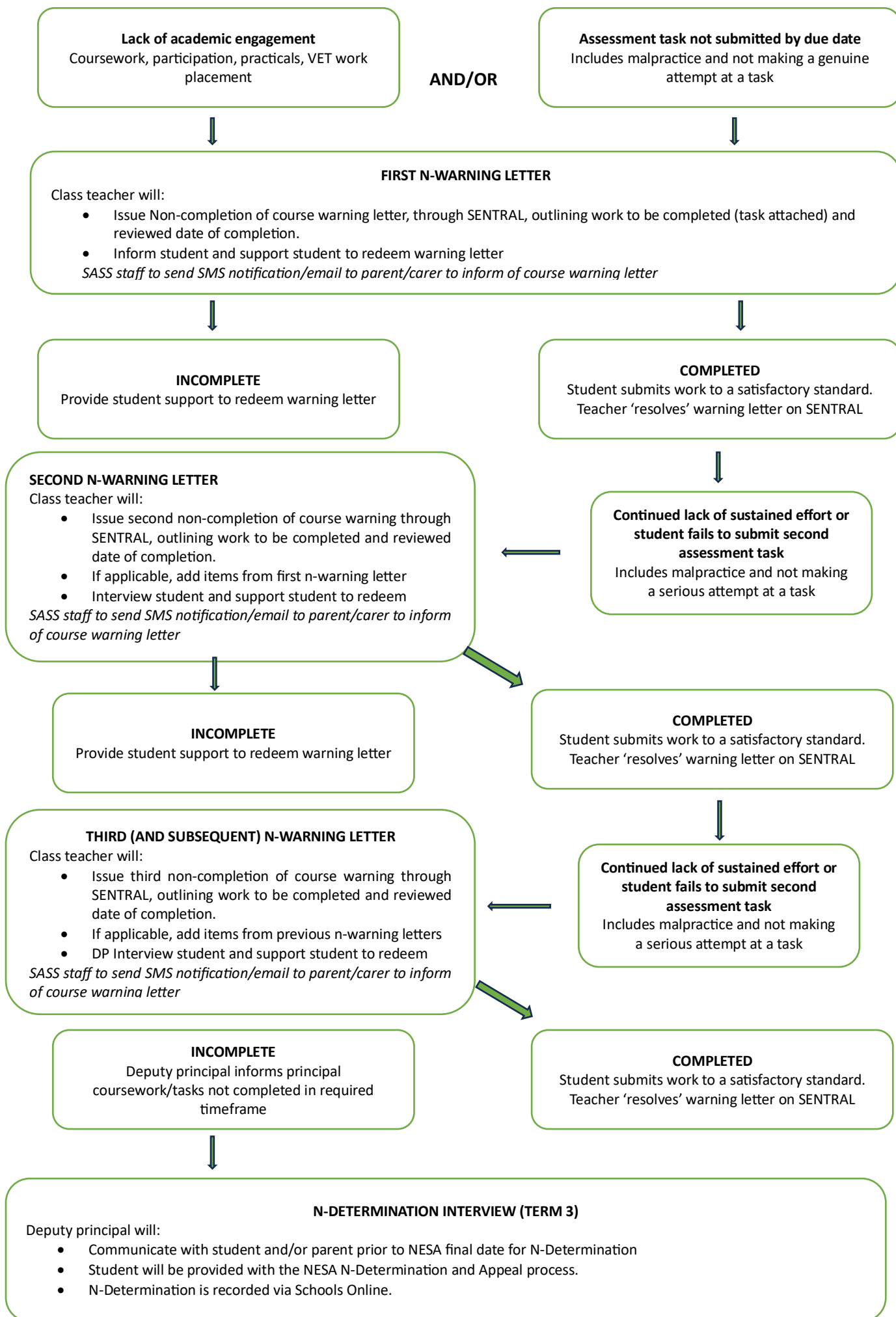
Reference: [ACE Rule 4.2](#)

If at any time it appears that a student is at risk of receiving an 'N' determination (non-completion of course requirements) in any course, the principal must:

- a. advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination.
- b. advise the parent or guardian in writing (if the student is under the age of 18).
- c. request from the student/parent/guardian a written acknowledgement of the warning.
- d. issue at least one follow-up warning letter if the first letter is not effective; and
- e. retain copies of all relevant documents.

A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

9.9 N- DETERMINATION PROCESS





Principal
Mr L.Erskine

Cabramatta High School

ILLNESS/MISADVENTURE APPLICATION (Appendix A)

X Attach any supporting evidence here with a staple

Section A

To be completed by the student

Student's Name: Course: Year:

Parent's Name: Daytime parent contact number:

Name of Assessment Task:

Due Date: Class Teacher:

Nature of Task: (please circle)

Examination	Performance	Assignment	Field Work	Portfolio
Research Activity	Practical Task	Speaking Task	Viewing Task	Written Task

Type of Claim (please tick) Illness Misadventure

Outline reasons for this application for Illness/Misadventure and attach relevant documentation.

.....
.....

Parent/Carer Signature: Student Signature:

Date: / / Date: / /

Section B

To be completed by the Head Teacher

Head Teacher's Name: Faculty: Course:

Receipt date of Illness/Misadventure form:

Task submitted/completed Yes No Date Completed:

Date of rescheduled task:

Head Teacher Approval: Approved Rejected

Comments:

Head Teacher Signature: Date: / /

Section C

To be completed by the Deputy Principal

Resolution: Accepted Rejected

Deputy Principal Signature: Date: / /

Comment:

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File



Principal
Mr L.Erskine

Cabramatta High School

APPEAL APPLICATION (Appendix B)

X Attach any supporting evidence here with a staple

Form Issued by Deputy Principal on: / /

Form Received on: / /

Section A

To be completed by the student

Student's Name: Course: Year:

Parent's Name: Daytime parent contact number:

Name of Assessment Task:

Due Date: Class Teacher:

Nature of Task: *(please circle)*

- | | | | | |
|--------------------------|-----------------------|----------------------|---------------------|---------------------|
| Examination | Performance | Assignment | Field Work | Portfolio |
| Research Activity | Practical Task | Speaking Task | Viewing Task | Written Task |

Please provide a statement in support of your application to appeal.

.....
.....
.....

List any additional documentation in support of your application:

.....
.....

Parent/Carer Signature: Student Signature:

Date: / / Date: / /

Section B

To be completed by the Deputy Principal

Appeals Panel Members:
.....
.....

Resolution: **Accepted** **Rejected**

Comment:
.....
.....

Deputy Principal Signature: Date: / /

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File



Principal
Mr L.Erskine

Cabramatta High School

REQUEST FOR EXTENSION APPLICATION (Appendix C)

X Attach any supporting evidence here with a staple

Section A

To be completed by the student

Student's Name: Course: Year:

Parent's Name: Daytime parent contact number:

Name of Assessment Task:

Due Date: Class Teacher:

Nature of Task: (please circle)

Examination	Performance	Assignment	Field Work	Portfolio
Research Activity	Practical Task	Speaking Task	Viewing Task	Written Task

Other (please specify):

Reason for application (attach supporting letter or documentation as necessary)

State sufficient details to support your case for consideration to gain an extension of time.

.....
.....

Parent/Carer Signature: Student Signature:

Date: / / Date: / /

Section B

To be completed by the Head Teacher

Head Teacher's Name: Faculty: Course:

Comments:

.....

.....

Head Teacher Signature: Date: / /

Section C

To be completed by the Deputy Principal

Resolution: Accepted Rejected

Comment:

.....

Deputy Principal Signature: Date: / /

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File

Form issued by deputy principal on: _____

Form received on: _____



Principal
Mr L. Erskine

Cabramatta High School

REQUEST TO RESCHEDULE DUE TO SCHOOL BUSINESS (APPENDIX D)

X Attach any supporting evidence here with a staple

Name of Activity:
Date: Venue:

Section A

To be completed by the student

Student's Name: Course: Year:

Parent's Name: Daytime parent contact number:

Name of Assessment Task:

Due Date: Class Teacher:

Nature of Task: (please circle)

Examination	Performance	Assignment	Field Work	Portfolio
Research Activity	Practical Task	Speaking Task	Viewing Task	Written Task

Other (please specify):

Reason for application (attach supporting letter or documentation as necessary)

.....
.....

.....Parent/Carer Signature: Student Signature:

Date: / / Date: / /

Section B

To be completed by the Head Teacher

Head Teacher's Name: Faculty: Course:

Date of rescheduled task: / / Time:

Student issued reschedule notification: Yes No

Head Teacher Signature: Date: / /

Section C

To be completed by the Deputy Principal

Comment:
.....

Deputy Principal Signature: Date: / /

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File



Principal
Mr L.Erskine

Cabramatta High School

ABSENCE DUE TO SCHOOL BUSINESS/LEAVE (APPENDIX E)

Student Name:	Year:
Name of Activity:	
Date(s):	

To be completed by students when taking leave or absent from school due to school business.

Student takes this form to be completed by each subject teacher.

Faculty	Course/Teacher	Coursework to be completed in absence	Signature
<i>English</i>			
<i>EALD</i>			
<i>CAPA</i>			
<i>Home Economics</i>			
<i>HSIE</i>			
<i>Industrial Arts</i>			
<i>LOTE</i>			
<i>Maths</i>			
<i>PDHPE</i>			
<i>Science</i>			
<i>Support</i>			

It is the student's responsibility to ensure that all work missed is completed. In the instance of a scheduled assessment task, students will need to complete the "Request to reschedule due to school business" form.

GLOSSARY OF KEY TERMS

The NSW Educational Standards Authority (NESA) has published a glossary of words that are often used in examinations. Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

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

2025 ASSESSMENT SCHEDULES

ANCIENT HISTORY

TASK	TOPIC	DATE	WEIGHTING
Task 1 Source based task	Ancient Societies: Spartan society to the Battle of Leuctra 371 BC	Term 4 Week 7	30%
Task 2 Essay	Cities of Vesuvius: Pompeii and Herculaneum	Term 1 Week 4	20%
Task 3 Research Task	Personalities in their times Julius Caesar Historical period: Fall of the Roman Republic	Term 2 Week 8	20%
Task 4 Trial HSC	Trial HSC exam All topics	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Ancient Societies: Spartan society to the Battle of Leuctra 371 BC Essay	Cities of Vesuvius: Pompeii and Herculaneum Source-based task	Personalities in their times: Julius Caesar Historical period: Fall of the Roman Republic Research task	Trial HSC Exam	
	Term 4 Week 7	Term 1 Week 4	Term 2 Week 8	Term 3 Week 4-6	
	H1.1, H2.1, H3.1, H3.2, H3.5, H4.2	H1.1, H3.1, H3.2, H4.2	H1.1, H2.1, H3.1, H3.3, H3.6	H1.1, H2.1, H3.1, H3.3, H3.4, H4.1, H4.2	
Knowledge and understanding of course content		5	5	25	35
Historical skills in the analysis and evaluation of source and interpretations	20				20
Historical inquiry and research	10	10	5		25
Communication of historical understanding in appropriate forms		5	10	5	20
Total	30	20	20	30	100

BIOLOGY

TASK	TOPIC	DATE	WEIGHTING
Task 1 Written Exam	Module 5	Term 4 Week 9	15%
Task 2 Practical Task	Modules 5 & 6	Term 1 Week 8	25%
Task 3 Depth Study	Modules 7 & 8	Term 2 Week 9	30%
Task 4 Trial HSC exam	All topics	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Written Examination	Practical Task	Depth Study	Trial HSC exam	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4 - 6	
	BIO12-4 BIO12-5 BIO12-6 BIO12-12 BIO12-13	BIO12-1 BIO12-2 BIO12-4 BIO12-5 BIO12-6	BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-14 BIO12-15	BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Knowledge and understanding of: <ul style="list-style-type: none"> The structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species Heredity and genetic technologies The effects of disease and disorders 	5	5	10	20	40
Skills in: <ul style="list-style-type: none"> Developing and evaluation questions and hypotheses Designing and conducting investigations to collect primary and secondary data Processing and analysing data and information Solving scientific problems Communication scientific understanding 	10	20	20	10	60
TOTAL	15	25	30	30	100

BUSINESS SERVICES

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: BSB30120 Certificate III in Business

Cohort 2024 - 2025

Training Package BSB Business Services Training Package

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4 Wellbeing		Task 5 Mastering document design		Task 6 Sharing is caring		Task 7 Thinking critically	
		Week	9	Week	11	Week	10	Week	10
		Term	4	Term	1	Term	2	Term	3
<u>BSBPEF201</u>	Support personal wellbeing in the workplace		x						
<u>BSBPEF301</u>	Organise personal work priorities				x				
<u>BSBTEC301</u>	Design and produce business documents				x				
<u>BSBSUS211</u>	Participate in sustainable work practices						x		
<u>BSBTWK301</u>	Use inclusive work practices						x		
<u>BSBTEC303</u>	Create electronic presentations						x		
<u>BSBCRT311</u>	Apply critical thinking skills in a team environment							x	
<u>BSBOPS301</u>	Maintain business resources							x	

HSC TRIAL EXAM	
Week	4-6
Term	3

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

BUSINESS STUDIES

TASK	TOPIC	DATE	WEIGHTING
Task 1 Extended Response	Marketing	Term 4 Week 9	25%
Task 2 Topic Test	Finance	Term 1 Week 9	20%
Task 3 Report writing task	Operations and Human Resources	Term 3 Week 2	25%
Task 4 Trial HSC	All Topics	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Extended response	In class test (objective response and short answer)	Report writing	Trial HSC exam	
	Term 4 Week 9	Term 1 Week 9	Term 3 Week 2	Term 3 Weeks 4 - 6	
	H2, H3,H4, H5, H6, H8, H9	H1, H2, H3, H5, H6, H9	H2, H6, H7 H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Knowledge and understanding of course content	10	5	10	15	40
Stimulus-based skills			10	10	20
Inquiry and research	5	10			15
Communication of business information, ideas and issues in appropriate forms	10	5	5	5	25
Marks	25	20	25	30	100

CERAMICS

TASK	TOPIC	DATE	WEIGHTING
Task 1 Folio 1	Porcelain Vessel Raku Vessel VAD Notes	Term 4 Week 9	20%
Task 2 Case Study	Research Task	Term 1 Week 1	20%
Task 3 Folio 2	Large Scale Project VAD Notes	Term 2 Week 6	35%
Task 4 Folio 3	Mixed Media Project Independent Choice Project VAD Notes	Term 3 Week 9	25%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Porcelain Vessel Raku Vessel VAD Notes	Research Task	Large Scale Project VAD Notes	Mixed Media Project Independent Choice Project VAD Notes	
Date	Term 4 Week 9	Term 1 Weeks 1	Term 2 Week 6	Term 3 Week 9	
Outcomes Component	H.1, H.2, H.3, H.4, H.5, H.6, H.7, H.8, H.9, H.10	H.1, H.2, H.3, H.4, H.5, H.6, H.7, H.8, H.9, H.10	H.1, H.2, H.3, H.4, H.5, H.6, H.7, H.8, H.9, H.10	H.1, H.2, H.3, H.4, H.5, H.6, H.7, H.8, H.9, H.10	
Critical/ Historical	5	15	5	5	30
Making	20		25	25	70
Marks	25	15	30	30	100

CHEMISTRY

TASK	TOPIC	DATE	WEIGHTING
Task 1 Depth Study	Module 5	Term 4 Weeks 8	20%
Task 2 Topic Test	Modules 5 & 6	Term 1 Weeks 10	25%
Task 3 Practical Task	All topics	Term 2 Weeks 10	25%
Task 4 Trial HSC exam	All topics	Term 3 Weeks 4 - 6	30%

	Task 1	Task 2	Task 3	Task 4	Weighting
	Depth Study	Topic Test	Practical Task	Trial HSC exam	
	Term 4 Weeks 8	Term 1 Weeks 10	Term 2 Weeks 10	Term 3 Weeks 4 - 6	
Outcomes	CH12-4 CH12-5 CH12-6 CH12-7 CH12-12	CH12-4 CH12-5 CH12-7 CH12-12 CH12-13	CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14 CH12-15	CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Components					
Knowledge and understanding of: <ul style="list-style-type: none"> Equilibrium and acid reactions in chemistry The applications of chemistry 	10	15	5	10	40
Skills in: <ul style="list-style-type: none"> Developing and evaluating questions and hypotheses Designing and conducting investigations Processing and analysing data and information Solving scientific problems Communication of scientific understanding 	10	10	20	20	60
TOTAL	20	25	25	30	100

COMMUNITY AND FAMILY STUDIES

Task	Topic	Date	Weighting
Task 1 Independent Research Project – Project plan - Project	Research Methodology & Topic of own choice	Term 4 Week 6 Term 1 Week 6	20%
Task 2 Research Report	Parenting and Caring	Term 2 Week 2	25%
Task 3 Case Study of Community Groups	Groups in Context	Term 3 Week 1	25%
Task 4 Trial HSC exam	All topics	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Independent Research Project	Parenting and caring research report	Case Study of Community Groups	Trial HSC exam	
	Term 4 Week 6 Term 1 Week 6	Term 2 Week 2	Term 3 Week 1	Term 3 Weeks 4 - 6	
Outcomes	H4.1, H4.2, H7.1, H7.4	H2.1, H2.2, H6.1, H7.3	H3.2, H3.3, H3.4, H5.1, H7.2	H1.1, H2.3, H3.1, H5.2, H6.2	
Knowledge and understanding of course content	5	10	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	10	20	60
Total	20	25	25	30	100

CONSTRUCTION

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Training Package CPC Construction, Plumbing and Services Training Package Release 8.0

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project
Code	Unit of Competency	HSC Examinable Unit	Week 10 Term 1	Week 8 Term 2	Week 3 Term 3
CPCCBL2001	Handle and prepare bricklaying and block laying materials		X		
CPCCBL2002	Use bricklaying and block laying tools and equipment		X		
CPCCWF2002	Use wall and floor tiling tools and equipment		X		
CPCCCM2013	Undertake basic installation of wall tiles		X		
CPCCJN2001	Assemble components		X		
CPCCJN3004	Manufacture and assemble joinery components		X		
CPCCCA2002	Use carpentry tools and equipment			X	
CPCCCM2005	Use construction tools and equipment	√		X	
CPCCCA2011	Handle carpentry materials			X	
CPCCVE1011	Undertake a basic construction project				X
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X

HSC TRIAL EXAM	
Week 4-6	
Term 3	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

DRAMA

TASK	TOPIC	DATE	WEIGHTING
Task 1 Presentation Group Performance	Presentation of group performance under development	Term 1 Week 8	20%
Task 2 Extended Response - Essay	Essay based on workshops related to current studies in Drama and Theatre topic	Term 2 Week 7	20%
Task 3 Individual Project or Presentation of Individual Project	Submit/present work in-progress including log book with ongoing drafts, research, investigation of ideas and reflection	Term 3 Week 2	30%
Task 4 Trial HSC Exam	Trial HSC – written examination, group performance, interview and log book	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Presentation of Group Performance Presentation of Group Performance underdevelopment, log book including preliminary script development, research, planning and reflection	Extended Response Essay: Studies in Drama and Theatre topic In-class extended response essay based on workshops related to current studies in drama and theatre topic	Individual Project or Presentation of Individual Project Submit/present work in-progress including log book with ongoing drafts, research, investigation of ideas and reflection	Trial HSC - written examination group performance, interview log book	
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 2	Term 3 Weeks 4 - 6	
Outcomes	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H1.1, H1.3, H1.5, H3.1, H3.3	H1.2, H1.3, H1.5	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Making	10	10	10	10	40
Performing	20			10	30
Critically studying		10	10	10	30
MARKS	30	20	20	30	100

ECONOMICS

TASK	TOPIC	DATE	WEIGHTING
Task 1 Research and In class response	The Global economy	Term 4 Week 9	25%
Task 2 In Class Test	Australia's Place in the Global Economy	Term 1 Week 9	20%
Task 3 Stimulus and In class essay	Economic Issues	Term 2 Week 9	25%
Task 4 Trial HSC exam	All topics	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Global Economy Research and in class response	Australia's Place in the Global Economy	Economic Issues	Trial HSC examination	
	Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4 - 6	
Outcomes	H1, H2, H3, H4, H7, H9, H10, H11, H12	H1, H3, H4, H7, H10, H11	H1, H2, H4, H5, H6, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Knowledge and understanding of course content	10	10	10	15	45
Stimulus-based skills		5		10	15
Inquiry and research	10		10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Total	25	20	25	30	100

ENGINEERING STUDIES

TASK	TOPIC	DATE	WEIGHTING
Task 1 Research	Telecommunications	Term 4 Week 7	30%
Task 2 Engineering Report	Personal and Public Transport	Term 1 Week 6	30%
Task 3 Spaghetti Bridge	Civil Structures	Term 2 Week 7	20%
Task 4 Trial HSC exam	All topics	Term 3 Weeks 4 - 6	20%

	Task 1	Task 2	Task 3	Task 4	Weighting
	Research Task (Telecommunications)	Engineering Report	Design, build and testing	Trial HSC exam	
	Term 4 Week 7	Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 4 – 6	
	H1.1, H3.1, H4.1, H6.1	H2.2, H3.2, H5.1	H2.1, H3.1 H5.2, H6.2	H1.1, H3.1, H3.3, H4.2, H4.3	
Knowledge and understanding of course content	20	20	10	10	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10	10	10	10	40
TOTAL	30	30	20	20	100

ENGLISH ADVANCED

TASK	TOPIC	DATE	WEIGHTING
Task 1 Multi-modal Presentation	Common Module Texts and Human Experiences	Term 4 Week 10	25%
Task 2 Extended Response	Module A Textual Conversations	Term 2 Week 1	20%
Task 3 Writing Task	Module C Craft of Writing	Term 2 Week 5	25%
Task 4 Trial HSC exam	All Modules	Term 3 Weeks 4 - 6	30%

	Task 1	Task 2	Task 3	Task 4	Weighting
	Multi-modal Presentation (Common Module)	Extended Response (Module A)	Writing Task (Module C)	Trial HSC exam	
Timing	Term 4 Week 10	Term 2 Week 1	Term 2 Week 5	Term 3 Weeks 4 - 6	
Outcomes	EA12-2, EA12-3, EA12-4, EA12-5, EA12-6,	EA12-1, EA12-3, EA12-5, EA12-7, EA12-8, EA12-6	EA12-1, EA12-3, EA12-4, EA12-5, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	
Component					
Knowledge and understanding of course content	10	10	10	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	50
Total	25	20	25	30	100

ENGLISH STANDARD

TASK	TOPIC	DATE	WEIGHTING
Task 1 Reading & Writing	Common Module: Texts and Human Experiences	Term 4 Week 10	20%
Task 2 Multimodal Presentation	Module A: Language, Identity and Culture	Term 1 Week 11	25%
Task 3 Writing task	Module C - The Craft of Writing	Term 2 Week 10	25%
Task 4 Trial HSC exam	All Modules	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Reading & Writing	Multimodal Presentation	Writing Task	Trial HSC exam	
Timing	Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 4 - 6	
Outcomes	EN12-1, EN12-3, EN12-4, EN12-6, EN12-7	EN12-1, EN12-2, EN12-5, EN12-7, EN12-8	EN12-1, EN12-3, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
Components					
Knowledge and understanding of course content	10	10	10	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	10	50
Weighting	20	25	25	30	100

ENGLISH EXTENSION 1

TASK	DETAILS	DATE	WEIGHTING
TASK 1 Creative Response	Common Module Worlds of Upheaval	Term 1 Week 4	30%
TASK 2 Multimodal TED Talk	Elective	Term 3 Week 2	40%
TASK 3 Trial HSC Examination	Common Module	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 4	Weighting
	Creative Response and Critical Reflection	Research project Multimodal Presentation	Trial HSC Examination	
	Term 1 Week 4	Term 3 Week 2	Term 3 Weeks 4 - 6	
	Outcomes assessed EE11-2, EE11-3, EE11-6	Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Knowledge and understanding of complex texts and how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Total	30	40	30	100

ENGLISH EXTENSION 2

TASK	TOPIC	DATE	WEIGHTING
Task 1	Viva Voce (including written proposal)	Term 1 Week 2	30%
Task 2	Literature Review	Term 1 Week 10	40%
Task 3	Critique of the creative process	Term 2 Week 9	30%

	Task 1	Task 2	Task 3	Weighting
	Viva Voce	Literature Review	Critique of the creative process	
Date	Term 1 Week 2	Term 1 Week 10	Term 2 Week 9	
	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Total	30	40	30	100

The Major Work Journal must be submitted for monitoring with each assessment task.

ENGLISH EAL/D

TASK	TOPIC	DATE	WEIGHTING
Task 1 Reading & Responding	Module A: Texts and Human Experiences	Term 4 Week 8	20%
Task 2 Multi-modal task (including listening)	Module C: Close Study of Text	Term 1 Week 8	25%
Task 3 Composition	Focus on Writing	Term 2 Week 8	25%
Task 4 Trial HSC	All Modules (A, B, C & Focus on writing)	Term 3, Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Reading and Responding	Multi-modal task (including listening)	Composition	Trial HSC	
Date	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 4 - 6	
Outcomes	EAL12-1A, EAL12-1B, EAL12-3, EAL12-4 EAL12-6, EAL12-7	EAL12-1A, EAL12-1B EAL12-2, EAL12-3, EAL12-5, EAL12-7, EAL12-8, EAL12-9	EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9	EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8	
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	10	10	15	15	50
Total	20	25	25	30	100

ENGLISH STUDIES

TASK	TOPIC	DATE	WEIGHTING
Task 1 Reading and Writing Task	Common Module – Texts and Human Experiences	Term 4 Week 10	20%
Task 2 Research Task and Multimodal Presentation	Elective Module – We Are Australians	Term 1 Week 10	30%
Task 3 Writing Portfolio	All Modules	Term 3 Week 2	40%
Task 4 Trial HSC examination	Elective Modules	Term 3 Weeks 4 - 6	10%

	Task 1	Task 2	Task 3	Task 4	Weighting
	Reading and Writing Task	Research Task and Multimodal Presentation	Writing Portfolio	Trial HSC	
	Term 4 Week 10	Term 1 Week 10	Term 3 Week 2	Term 3 Weeks 4 - 6	
	ES12-1, ES12-4, ES12-5 ES12-7, ES12-8	ES12-2, ES12-3, ES12-6, ES12-8, ES12-9	ES12-3, ES12-4, ES12-5, ES12-6, ES12-10	ES12-1, ES12-3, ES12-5,	
Knowledge and understanding of course content	10	15	20	5	50
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	10	15	20	5	50
Weighting	20	30	40	10	100

FOOD TECHNOLOGY

TASK	TOPIC	DATE	WEIGHTING
Task 1 Research task	Australian Food Industry -	Term 4 Week 7	15%
Task 2 Written and Practical Task	Food Product Development (Task has both a written and practical component. Practical due date is dependent upon timetable.)	Term 1 Weeks 8-9	35%
Task 3 Research Task	Contemporary Nutrition Issues	Term 3 Week 1	20%
Task 4 Trial HSC examination	All Topics	Term 3 Weeks 4 - 6	30%

Component	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
Task	Australian Food Industry - Research Task	Food Product Development Task 2 components - written and practical	Nutrition Research Project	TRIAL HSC	
Timing	Term 4 Week 7	Term 1 Weeks 8-9	Term 3 Week 1	Term 3 Weeks 4 – 6	
	H1.2, H1.4, H3.1,	H1.3, H4.1, H5.1	H3.2, H5.1, H2.1	H1.1, H1.2, H1.3, H1.4 H2.1, H4.2	
Knowledge and understanding of course content	5	5	5	25	40
Knowledge and skills in designing, researching, analysing and evaluating	10	5	10	5	30
Skills in experimenting with and preparing food by applying theoretical concepts		25	5		30
TOTAL	15	35	20	30	100

HOSPITALITY - Cookery

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: SIT20421 Certificate II in Cookery

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

Assessment Tasks for SIT20421 Certificate II in Cookery <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Let's start cooking and cleaning		Task 4 Pack it up		Task 5 There's no I in team		HSC TRIAL EXAM	
		Week	7	Week	10	Week	10	Week	4-6
Code		Unit of Competency		Term	1	Term	2	Term	3
SITHKOP009	Clean kitchen premises and equipment		X						
SITXINV006	Receive, store and maintain stock		X						
SITHCCC026	Package prepared foodstuffs				X				
SITHCCC023	Use food preparation equipment						X		
SITHCCC024	Prepare and present simple dishes						X		
SITHCCC027	Prepare dishes using basic method of cookery						X		
SITHCCC034	Work effectively in a commercial kitchen						X		

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

*** HSC Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

GEOGRAPHY

TASK	TOPIC	DATE	WEIGHTING
Task 1 Skills Test and Geography Enquiry Essay	Ecosystems and Global Biodiversity	Term 4 Week 9	20%
Task 2 Fieldwork / Research Report	Rural and urban places	Term 1 Weeks 5	25%
Task 3 Skills Test and Stimulus Booklet	Global Sustainability	Term 2 Week 9	25%
Task 4 Trial HSC examination	All Topics	Term 3 Weeks 4 - 6	30%

Component	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
Task					
Timing	Term 4 Week 10	Term 1 Weeks 3	Term 3 Week	Term 3 Weeks 4 – 6	
	GE-12-01, GE-12-02, GE-12-05, GE-12-07, GE-12-08, GE-12-9	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-09	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-09	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-07, GE-12-08, GE-12-09	
Knowledge and understanding of course content	5	10	10	15	40
Geographical tools and skills	10			10	20
Geographical inquiry and research, including fieldwork		10	10		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
TOTAL	20	25	25	30	100

INDUSTRIAL TECHNOLOGY (GRAPHICS/TIMBER/MULTIMEDIA)

TASK	TOPIC	DATE	WEIGHTING
Task 1	Major Project Proposal	Term 4 Week 5	30%
Task 2	Major Project Progress (materials, processes and equipment)	Term 1 Week 9	30%
Task 3	Industry study	Term 2 Week 8	20%
Task 4	Trial HSC exam	Term 3 Weeks 4 - 6	20%

	Task 1	Task 2	Task 3	Task 3	Weighting
Task	Major Project Proposal	Major Project Progress	Industry study	Trial HSC exam	
Timing	Term 4 Week 5	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 4 - 6	
Component	H1.2, H2.1, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.2	H1.2, H7.2	H1.2, H2.1, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.2	H1.1, H1.2, H1.3, H7.1, H7.2, H7.3	
Knowledge and understanding of course content	10	10	10	10	40
Knowledge and skills in the design, management, communication and production of a major project	20	20	10	10	60
TOTAL	30	30	20	20	100

Task outline:

- Task 1 Statement of intent, initial ideas, research ideas, development of concepts, workshop drawing, calculations, budget, and material identification - **Major Project Proposal**.
- Task 2 Selection and justification of components, processes and other resources, time plan, finance plan.
- Task 3 Industry Report – study an industry and present a report using the suggested headings.
- Task 4 Trial Higher School Certificate exam

INVESTIGATING SCIENCE

TASK	TOPIC	DATE	WEIGHTING
Task 1 Secondary sourced Research task	Module 6 & 8	Term 4 Week 7	20%
Task 2 Practical and Skills Task	Modules 5 & 6	Term 1 Week 8	20%
Task 3 Depth Study	Modules 7	Term 2 Week 9	30%
Task 4 Trial HSC exam	All topics	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Secondary sourced Research task	Practical and Skills Task	Depth Study	Trial HSC exam	
	Term 4 Week 7	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 5 - 6	
	INS12-4, INS12-5, INS12-6, INS12-7, INS12-13	INS12-1, INS12-2, INS12-3, INS12-4, INS12-5, INS12-6, INS12-12	INS12-1, INS12-2, INS12-4 , INS12-5, INS12-6, INS12-7, INS12-15	INS12-6, INS12-12, INS12-13, INS12-14, INS12-15	
Knowledge and understanding of: <ul style="list-style-type: none"> the process of undertaking scientific investigations the development of technologies using scientific investigations to support or refute a hypothesis the implications of ethical, social, economic and political influences on science 	5	5	5	25	40
Skills in: <ul style="list-style-type: none"> Developing and evaluating questions and hypotheses Designing and conducting investigations to collect primary and secondary data Processing and analysing data and information Solving scientific problems Communication scientific understanding 	15	15	25	5	60
TOTAL	20	20	30	30	100

JAPANESE Beginners

TASK	TOPIC	DATE	WEIGHTING
Task 1	Listening	Term 4 Weeks 8 - 9	20%
Task 2	Reading Speaking Writing	Term 1 Weeks 8-10	20%
Task 3	Speaking Listening Reading	Term 2 Weeks 8-10	30%
Task 4 Trial HSC Exam	Listening Reading Writing	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Listening Reading	Reading Speaking Writing	Speaking Listening Reading	Listening Reading Writing	
Timing	Term 4 Weeks 8-9	Term 1 Weeks 2-3 Weeks 8-10	Term 2 Weeks 8-10	Term 3 Weeks 4-6	
Outcomes	2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Component					
SPEAKING Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in Japanese in interpersonal situations.		10	10		20
LISTENING Students will interpret and respond to texts that are in Japanese, applying their knowledge and understanding of the Japanese language and culture.	10		10	10	30
READING Students will interpret and respond to texts that are in Japanese, applying their knowledge and understanding of the Japanese language and culture.	10		10	10	30
WRITING Students will create and present texts in Japanese for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.		10		10	20
Total	20	20	30	30	100

KHMER

TASK	TOPIC	DATE	WEIGHTING
Task 1	Interacting in Khmer	Term 4 Weeks 8 -9	10%
Task 2	Analysing in Khmer	Term 1 Weeks 8-10	30%
Task 3	Interacting in Khmer Creating meaning in Khmer	Term 2 Weeks 8-10	30%
Task 4 Trial HSC Exam	Analysing in Khmer Creating meaning in Khmer	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Interacting in Khmer	Analysing in Khmer	Interacting in Khmer Creating meaning in Khmer	Trial HSC Exam	
	Term 4 Weeks 8 -9	Term 1 Weeks 8-10	Term 2 Weeks 8-10	Term 3 Weeks 4 – 6	
	1.1, 1.2	2.1,2.2, 2.3, 2.4	1.1, 1.2, 3.1, 3.2, 3.3	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3	
Interacting in Khmer Exchange information, opinions, ideas and experiences in Khmer and reflect on knowledge and understanding of the relationship between language and culture	10		10		20
Analysing in Khmer Evaluate, synthesise, reflect on and respond to texts presented in Khmer, and mediate between languages and cultures		30		20	50
Creating meaning in Khmer Express ideas and perspectives in Khmer, demonstrating knowledge and understanding of language as a system and the relationship between language and culture			20	10	30
Total	10	30	30	30	100

LEGAL STUDIES

TASK	TOPIC	DATE	WEIGHTING
Task 1 Research and In class task	Human rights	Term 4 Week 8	20%
Task 2 In class test	Crime	Term 1 Week 8	30%
Task 3 In class essay	Focus Study 1: Family Law	Term 2 Week 8	20%
Task 4 Trial HSC Exam	All Topics	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Human Rights	Crime	Focus Study 1: Family Law	Trial HSC Exam	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4 - 6	
	H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10	
Knowledge and understanding of course content	5	10	5	20	40
Analysis and evaluation		10	10		20
Inquiry and research	10		5	5	20
Communication of legal information, issues and ideas in appropriate forms	5	10		5	20
Total	20	30	20	30	100

MATHEMATICS ADVANCED

TASK	TOPICS	DATE	WEIGHTING
Task 1 Test	Sequences and Series Graphs and Equations	Term 4 Week 9	15%
Task 2 Test	Curve Sketching using the Derivative Integration Exponential and Logarithmic Functions	Term 1 Week 9	30%
Task 3 Test	Motion and Rates Trigonometric Functions	Term 2 Week 9	25%
Task 4 Trial HSC exam	All topics	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Test	Test	Test	Trial HSC	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4 - 6	
Outcomes	MA12-1, MA12-2, MA12-4, MA12-5, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1 to MA12-10	
Component					
Understanding, fluency and communication	5	15	15	15	50
Problem-solving, reasoning and justification	10	10	15	15	50
Total	15	25	30	30	100

MATHEMATICS STANDARD 2

TASK	TOPICS	DATE	WEIGHTING
Task 1 Test	Rates and ratios Network concepts	Term 4 Week 9	15%
Task 2 Test	Investments and loans Non-right angled trigonometry Linear relationships	Term 1 Week 9	30%
Task 3 Test	Bivariate data analysis Annuities Non-linear relationships	Term 2 Week 9	25%
Task 4 Trial HSC	All topics	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Test	Test	Test	Trial HSC	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4 - 6	
Outcomes					
Component	MS2-12-3 MS2-12-4 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 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 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10	
Understanding, fluency and communication	5	15	15	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Total	15	30	25	30	100

MATHEMATICS STANDARD 1

TASK	TOPICS	DATE	WEIGHTING
Task 1 Test	Rates Networks and Paths	Term 4 Week 9	15%
Task 2 Test	Investments Right-angled triangles Simultaneous linear equations	Term 1 Week 9	30%
Task 3 Test	Further statistical analysis Scale Drawing Depreciation and loans	Term 2 Week 9	25%
Task 4 Trial HSC	All topics	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Test	Test	Test	Trial HSC	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4 – 6	
Outcomes	MS1-12-3 MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-9 MS1-12-10	
Component					
Understanding, fluency and communication	5	15	15	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Total	15	30	25	30	100

MATHEMATICS EXTENSION 1

TASK	TOPICS	DATE	WEIGHTING
Task 1 Test	Mathematical Induction	Term 1 Week 3	15%
Task 2 Test	Vectors Projectile Motion	Term 2 Week 1	30%
Task 3 Test	Trigonometric Equations Further Calculus	Term 2 Week 10	25%
Task 4 Trial HSC	All topics	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Test	Test	Test	Trial HSC	
Timing	Term 1 Week 3	Term 2 Week 1	Term 2 Week 10	Term 3 Weeks 4 - 6	
Outcomes	ME12-1 ME12-6 ME12-7	ME12-2 ME12-6 ME12-7	ME12-1 ME12-3 ME12-4 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	
Component					
Understanding, fluency and communication	5	15	15	15	50
Problem-solving, reasoning and justification	10	15	10	15	50
Total	15	30	25	30	100

MATHEMATICS EXTENSION 2

TASK	TOPICS	DATE	WEIGHTING
Task 1 Test	Complex Numbers Applying complex numbers	Term 1 Week 4	20%
Task 2 Tst	Proof Further Mathematical Induction	Term 2 Week 3	25%
Task 3 Test	Further Integration 3D Vectors	Term 2 Week 10	25%
Task 4 Trial HSC	All topics	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Test	Test	Test	Trial HSC	
Timing	Term 1 Week 4	Term 2 Week 3	Term 2 Week 10	Term 3 Weeks 4 - 6	
Outcomes	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-5, MEX12-7, MEX12-8	MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8	
Component					
Understanding, fluency and communication	10	10	15	15	50
Problem-solving, reasoning and justification	10	15	10	15	50
Total	20	25	25	30	100

MODERN HISTORY

TASK	TOPIC	DATE	WEIGHTING
Task 1 Source Analysis	Power and Authority in the Modern World	Term 4 Week 8	20%
Task 2 Research task	Japan 1904 - 1937	Term 1 Week 8	20%
Task 3 Essay	Civil Rights in the USA 1945 - 1968	Term 2 Week 10	30%
Task 4 Trial HSC	All four topics	Term 3 Weeks 4 - 6	30%

Component	Task 1 Source Analysis	Task 2 Research task	Task 3 Essay	Task 4 Trial HSC	Weighting
	Power and Authority in the Modern World	Japan 1904 - 1937	Civil Rights in the USA 1945 - 1968	Trial HSC exam	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 4 - 6	
	H1.1, H1.2, H3.3, H3.4, H4.1	H1.2, H2.1, H3.1, H3.1, H3.2, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H4.2	H1.1, H1.2, H2.1, H3.3, H3.4, H4.1, H4.2	
Knowledge and understanding of course content		5	10	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	10		20
Total	20	20	30	30	100

MUSIC 1

TASK	TOPIC	DATE	WEIGHTING
Task 1 Core Musicology Task Presentation of Elective 1	Popular Music	Term 4 Week 9	25%
Task 2 Composition Portfolio Core Performance	An Instrument and Its Repertoire	Term 1 Week 9	20%
Task 3 Presentation of Elective 2 Aural Analysis	Music for small ensembles	Term 2 Week 9	25%
Task 4 Trial HSC Performance and Aural	All Topics	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Core Musicology Task Presentation of Elective 1 <u>Topic 1: Popular Music</u> Musicology Viva Voce based on an area of interest within Topic 1. Students demonstrate understanding of composer style/form or performance practice. Presentation of Elective 1 Performance, Composition Portfolio or Musicology Viva Voce	Composition Portfolio Core Performance <u>Topic 2: An Instrument and its Repertoire</u> Submission of own composition and progress diary for Topic 2. Presentation and Submission of Core Performance	Presentation of Elective 2 Aural Analysis <u>Topic 3: Music for small Ensembles</u> Presentation of performance or composition portfolio or musicology outline and viva voce, including written response using concept-based analysis to self-directed listening excerpt selected from within Topic 2. Written aural analysis of a piece of music represented in Topic 3	Trial HSC examination All topics Aural Skills AND Presentation of performance or composition portfolio or musicology outline and viva voce, including written response using concept-based analysis to self-directed listening excerpt selected from within Topics 1, 2 & 3	
Date	Term 4 Week 9	Term 1 Week 9	Term 2 Weeks 9	Term 3 Weeks 4 - 6	
	H1, H2, H4, H5, H6, H8	H2, H4, H5, H6, H7, H8	H1, H2, H3, H4, H5, H6, H7, H8, *	H1, H2, H3, H4, H5, H6, H7, H8, *	
Performance		10			10
Composition		10			10
Musicology	10				10
Aural			10	15	25
Electives	15		15	15	45
Total	25	20	25	30	100

*Teachers will select appropriate outcomes based on Elective options selected by each student

NUMERACY

TASK	TOPICS	DATE	WEIGHTING
Task 1 Investigation	Module 3A and 3B - Financial Mathematics	Term 4 Week 9	15%
Task 2 Test	Module 3C - Location, Time and Temperature Module 3C - Space and Design	Term 1 Week 9	30%
Task 3 Test	Module 4A - Statistics and Probability	Term 2 Week 9	25%
Task 4 Test	All Topics	Term 3 Week 3	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Investigation	Test	Test	Test	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3	
Outcomes	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.5 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 N6-2.4	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-2.4 N6-2.5 N6-2.6	
Component					
Understanding, fluency and communication	5	15	15	15	50
Problem solving, reasoning and justification	10	15	10	15	50
Total	15	30	25	30	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

TASK	TOPIC	DATE	WEIGHTING
Task 1 Critical Analysis	Core 2: Factors Affecting Performance	Term 4 Week 9	25%
Task 2 In-Class Response	Option: Sports Medicine	Term 1 Week 6	20%
Task 3 Case Study	Core 1: Health Priorities in Australia	Term 2 Week 8	25%
Task 4 Trial HSC Exam	All Topics	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Research task on health priority issue	Core 2: Factors Affecting Performance Critical Analysis Task	Option: Sports Medicine In-class response	Option: Sports Medicine In-class response Core 1: Health Priorities in Australia Case Study	Trial HSC examination	
	Term 4 Week 9	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 4 - 6	
	H8, H10, H11	H8, H13, H17	H1, H2, H3, H4	H1-11, H13-17	
Knowledge and understanding of course content	10	5	10	15	40
Skills in critical thinking, research, analysis and communicating	15	15	15	15	60
Total	25	20	25	30	100

PHYSICS

TASK	TOPIC	DATE	WEIGHTING
Task 1 Depth Study	Module 5	Term 4 Week 9	20%
Task 2 Research Task	Modules 5, 6 and 8	Term 1 Week 8	25%
Task 3 Experimental Task	All topics	Term 2 Week 8	25%
Task 4 Trial HSC exam	All topics	Term 3 Weeks 4 – 6	30%

<p style="text-align: center;">Outcomes</p> <p>Components</p>	Task 1	Task 2	Task 3	Task 4	Weighting
	Depth Study	Topic Test	Practical Task	Trial HSC exam	
	Term 4 Week 10	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4-6	
	PH12-1, PH12-2, PH12-4, PH12-5, PH12-6, PH12-7, PH12-13	PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12 PH12-13 PH 12-15	PH12-1, PH12-2, PH12-4, PH12-5, PH12-6, PH12-7 PH12-12, PH12-13, PH12-14, PH 12-15	PH12-5, PH12-6, PH12-7 PH12-12, PH12-13, PH12-14, PH 12-15	
Knowledge and understanding of: <ul style="list-style-type: none"> The role of evidence and prediction in the development of theories in physics 	5	5	5	25	40
Skills in: <ul style="list-style-type: none"> Developing and evaluating questions and hypotheses Designing and conducting investigations to collect primary and secondary data Processing and analysing data and information Solving scientific problems Communication scientific understanding 	15	20	20	5	60
TOTAL	20	25	25	30	100

RETAIL SERVICES

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: SIR30216 Certificate III in Retail

Cohort 2024 - 2025

Training Package Retail Services Training Package

Assessment Tasks for SIR30216 Certificate III in Retail Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4		Task 5		Task 6		HSC	
		Sales and Security		Retail General Selling		Stock Control		Trial Exam	
		Week	10	Week	2	Week	3	Week	4-6
Code	Unit of Competency	Term	1	Term	10	Term	8	Term	3
SIRXSL001	Sell to the retail customer		x						
SIRXSL002	Follow point of sale procedures		x						
SIRXRSK001	Identify and respond to security risks				x				
SIRRMER001	Produce visual merchandise displays				x				
SIRXPDK001	Advise on products and services						x		
SIRRINV002	Control stock						x		
SIRRINV001	Receive and handle retail stock								

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIR30216 Certificate III in Retail.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

SPORT LEISURE AND RECREATION

TASK	TOPIC	DATE	WEIGHTING
Task 1	Fitness	Term 4 Week 7	20%
Task 2	Games and Sports Application II	Term 1 Week 7	20%
Task 3	Resistance Training	Term 2 Week 7	20%
Task 4	Trial HSC Examination	Term 3 Weeks 4-6	40%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Fitness Testing, Analysis and Reflection	ICT presentation	In class analysis and practical demonstration	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 4-6	
	1.3, 2.2, 3.2, 4.1	1.1, 2.1, 3.1	1.1, 1.2, 1.3, 1.4, 2.2, 3.1, 3.3, 3.6		
Knowledge and understanding of course content	5	5	5	25	40
Skills in critical thinking, research, analysis and communicating	15	15	15	15	60
Total	20	20	20	40	100

SOCIETY AND CULTURE

TASK	TOPIC	DATE	WEIGHTING
Task 1 Research and presentation	Topic 1 Social and Cultural Continuity and Change	Term 4 Week 7	20%
Task 2 Research and report	Depth Study 1 Popular Culture	Term 1 Week 5	30%
Task 3 Research and extended response	Depth Study 2 Conformity and Non-Conformity	Term 3 Week 1	20%
Task 4 TRIAL HSC exam	All Topics	Term 3 Weeks 4 & 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Research and presentation Topic 1 Social & Cultural Continuity and Change	Research and Report Depth Study 1 Popular Culture	Research and related in-class extended response Depth Study 2 Conformity and Non-Conformity	Trial HSC examination	
	Term 4, Week 7	Term 2 Week 5	Term 2 Week 8 (PPD Term 2 Week 5)	Term 3 Weeks 5 & 6	
	H1, H3, H4, H5, H6, H7, H8, H10	H2, H3, H4, H5, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H8, H10	
Knowledge and understanding of course content	5	15	10	20	50
Application and evaluation of social and cultural research methods	10	10	5	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total	20	30	20	30	100

SOFTWARE ENGINEERING

TASK	TOPIC	DATE	WEIGHTING
Task 1 Research	Secure software architecture	Term 4 Week 9	10%
Task 2 Programming	Web development project	Term 1 Week 8	25%
Task 3 Project	Software Engineering Project	Term 3 Week 1	35%
Task 4 Trial HSC Exam	All topics	Term 3 Weeks 4- 6	30%

	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Research Secure software architecture	Programming Web development project	Project Software Engineering Project	Trial HSC examination	
Timing	Term 4 Week 9	Term 1 Week 8	Term 3 Week 1	Term 3 Weeks 5 - 6	
Outcomes Component	H1.1, H1.2, H3.1, H5.2 H1.2, H2.1, H2.2 H5.2, H5.3	H1.1, H1.2, H3.1, H5.2 H1.2, H2.1, H2.2 H5.2, H5.3	H5.1, H5.2, H6.1, H6.3, H6.4	H1.3, H3.2, H4.2, H4.3, H6.2	
Knowledge and understanding of course content	10	10	10	20	50
Knowledge and skills in the design and development of software solutions	10	10	25	5	50
Total	10	25	35	30	100

SPORT COACHING

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: SIS30521 Certificate III in Sport Coaching

Cohort 2024 - 2025

Training Package SIS Sport, Fitness and Recreation

Assessment Tasks for SIS30521 Certificate III in Sport Coaching <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Instruct strength and conditioning	Task 4 Coaching the Individual	Task 5 Next Level Coaching	Task 6 First Aid	HSC TRIAL EXAM
		Week 9 Term 4	Week 10 Term 1	Week 9 Term 2	Week 6 Term 3	Week 4-6 Term 3
Code	Unit of Competency					
SISXCAI009	Instruct strength and conditioning	X				
SISSCO003	Meet participant coaching needs		X			
BSBOPS403	Apply business risk management processes		X			
SISSCO012	Coach sport participants up to an intermediate level			X		
HLTAID011	Provide first aid				X	

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

*** This course is not HSC examinable**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

TEXTILES AND DESIGN

Task	Topic	Date	Weighting
Task 1 Major Textile Project Proposal, Design Inspirations, Sketches and Experimentations	Design <ul style="list-style-type: none"> • Project proposal statement • Design inspiration • Visual design development • Experimentation 	Term 4 Week 8	20%
Task 2 Presentation of Project concept, oral report and peer assessment	Design <ul style="list-style-type: none"> • Explain the relationship between the focus area and the major project • Communicate design concepts • Demonstrate effective project management 	Term 1 Week 7	25%
Task 3 Investigation report	Properties and performance of textiles Design <ul style="list-style-type: none"> • Manufacturing specifications • Properties and performance of fabric, yarns and fibres for end-use • Investigation, experimentation and evaluation • Demonstrate effective project management 	Term 2 Week 6	25%
Task 4 Trial HSC Examination	All topics	Term 3 Weeks 4-6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Major Textile Project Proposal Design Inspirations, Sketches and Experimentations	Presentation of Project Concept, Oral Report, Peer Assessment and Progress Check	Manufacturing Specifications, Investigation, Experimentation & Evaluation & Progress check	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 4-6	
	H1.3, H2.1, H4.1, H4.2	H1.1, H1.2, H2.1 H2.2, H2.3	H2.3, H3.1, H4.1, H4.2	H1.3, H3.1, H3.2, H4.1, H4.2, H5.1 H5.2, H6.1	
Knowledge and understanding of textiles and the textiles industry		5	10	25	40
Skills in design, manipulation, analysis, manufacture and selection of textiles for specific end uses using appropriate resources	20	20	15	5	60
Marks	20	25	25	30	100

Task 1	<ul style="list-style-type: none"> • Project proposal • Design inspirations • Industry standard design sketch and annotations • TWO experimentations
Task 2	<ul style="list-style-type: none"> • Presentation of project concept in an oral report • Design inspiration pages to be completed • Visual design development to be completed • Progress check -project must have been commenced
Task 3	<ul style="list-style-type: none"> • Manufacturing specifications • Properties and performance of fabric, yarns and fibres for end-use • Investigation, experimentation and evaluation • Progress check – project must be at least 50% completed
Task 4	<ul style="list-style-type: none"> • Trial examination • All topics covered • As usual

VIETNAMESE Continuers

TASK	TOPIC	DATE	WEIGHTING
Assessment Task 1	Speaking Listening	Term 4 Weeks 8 - 9	25%
Assessment Task 2	Speaking Reading	Term 1 Weeks 8 & 10	25%
Assessment Task 3	Speaking Writing	Term 2 Weeks 8 & 9	20%
Assessment Task 4 Trial HSC Exam	Listening Reading Writing	Term 3 Weeks 4 - 6	30%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Speaking Listening	Speaking Reading	Speaking Writing	Listening Reading Writing	
Timing	Term 4 Weeks 8-9	Term 1 Weeks 8-10	Term 2 Weeks 8 & 9	Term 3 Weeks 4 - 6	
Component \ Outcomes	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4.2.2, 2.3, 2.4 4.1, 4.2	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 2.1, 2.2, 2.3, 2.4 4.1, 4.2, 4.3	
SPEAKING Exchange information, opinions, and experiences in Vietnamese.	5	5	10		20
LISTENING and Responding: Analyse, process, and respond to spoken texts that are in Vietnamese. Understand aspects of the language and culture of Vietnamese -speaking communities.	20			10	30
READING and Responding: Analyse, process, and respond to written texts that are in Vietnamese. Understand aspects of the language and culture of Vietnamese -speaking communities.		20		10	30
WRITING Express ideas through the production of original texts in Vietnamese.			10	10	20
Total	25	25	20	30	100

VISUAL ARTS

TASK	TOPIC	DATE	WEIGHTING
Task 1 Case Study 1-2	Focus Artists (Artmaking Practice)	Term 1 Week 4	15%
Task 2 Case Study 3-4	Signs and Symbols (Frames)	Term 2 Week 8	30%
Task 3	Finished Body of Work and VAPD	Term 3 Week 3	35%
Task 4 Trial HSC Exam	All Topics	Term 3 Weeks 4-6	20%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Case Study 1-2 Artmaking Practice	Case Study 3-4 Frames	Finished Body of Work & VAPD	Trial HSC	
Date	Term 1 Week 4	Term 2 Week 8	Term 3 Week 3	Term 3 Week 4-6	
Component	H1-10	H1-10	H1-10	H1-10	
Artmaking	15		35		50
Art criticism and art history		30		20	50
Total	15	30	35	20	100

VISUAL DESIGN

TASK	TOPIC	DATE	WEIGHTING
Task 1	Designing & Making Critical & Historical Studies	Term 4 Week 10	20%
Task 2	Designing & Making Critical & Historical Studies	Term 1 Week 10	20%
Task 3	Designing & Making Critical & Historical Studies	Term 2 Week 10	35%
Task 4	Designing & Making Critical & Historical Studies	Term 3 Week 10	25%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Field: Product Design Module PD3: Mandatory Module MM: Work Health and Safety	Field: Graphic Design Module GD2: Illustration & Cartooning	Field: Graphic Design Module: GD1: Publication	General Module: Individual/ Collaborative Design Project	
Date	Term 4 Week 10	Term 1 Weeks 10	Term 2 Week 10	Term 3 Week 10	
Component Outcomes	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	DM1, DM2, D3 DM4, DM5, DM6, CH1,CH2, CH3, CH4	
Designing & Making	10	10	25	25	70
Critical & Historical Studies	10	10	10		30
Marks	20	20	35	25	100

ENGLISH LIFE SKILLS

TASK	TOPIC	DATE	WEIGHTING
Task 1	Poetry – Reading and Writing	Term 4 Week 8	Outcome based
Task 2	Film Study – A league of their own	Term 1 Week 8	Outcome based
Task 3	Shakespeare - Hamlet	Term 2 Week 9	Outcome based
Task 4	Creative Writing – Short Stories	Term 3 Week 4/5	Outcome based

MATHEMATICS LIFE SKILLS

TASK	TOPIC	DATE	WEIGHTING
Task 1	Number and Modelling (Algebra)	Term 4 Week 7	Outcome based
Task 2 Complete work booklet	Measurement	Term 1 Week 7	Outcome based
Task 3	Statistics and Probability Plans, Maps and Networks	Term 2 Week 7	Outcome based
Task 4	Financial Mathematics	Term 3 Week 6	Outcome based

TECHNOLOGICAL AND APPLIED STUDIES LIFE SKILLS

TASK	TOPIC	DATE	WEIGHTING
Task 1	Food Technology	Term 4 Week 9	Outcome based
Task 2	Textiles and Design	Term 1 Week 9	Outcome based
Task 3	Design and Technology	Term 2 Week 10	Outcome based
Task 4 Class project- use	Industrial Technology	Term 3 Week 5	Outcome based

WORK AND THE COMMUNITY LIFE SKILLS

TASK	TOPIC	DATE	WEIGHTING
Task 1	Communicating at work and in the community	Term 4 Week 8	Outcome based
Task 2	Rights and Responsibilities	Term 1 Week 8	Outcome based
Task 3	Equal Opportunity	Term 2 Week 8	Outcome based
Task 4	Ready for the future	Term 3 Week 8	Outcome based