
MARSDEN HIGH SCHOOL

Year 12 Assessment Booklet

Learning for life

2023 - 2024



MARSDEN
HIGH SCHOOL

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|--|-----------|
| 1. Overview | 4 |
| 2. The NSW Higher School Certificate (HSC) credentials | 5 |
| 2.1 Qualifying for the HSC | 5 |
| 2.2 Pattern of Courses for the HSC..... | 6 |
| 2.3 Confirmation of HSC Entry..... | 6 |
| 2.4 Satisfactory Course Completion & Attendance..... | 6 |
| 2.5 HSC Course Assessment | 7 |
| 3. Formal School-based Assessment Procedures..... | 7 |
| 3.1 How will assessment be undertaken? | 8 |
| 3.2 How will Assessment information be communicated? | 9 |
| 3.3 Assessment Criteria & Weighting of Tasks..... | 10 |
| 3.4 Scheduling of formal assessment tasks | 10 |
| 3.5 Assessment Task Submission | 10 |
| 3.6 Assessment Task Monitoring and Recording | 11 |
| 3.7 Penalties in relation to non-completion/non-submission tasks..... | 11 |
| 3.8 Final Assessments & Review..... | 12 |
| 4. Absences, Illness and Misadventure | 13 |
| 4.1 Illness/ Misadventure Flow chart | 13 |
| 4.2 Absence Due To Illness Or Misadventure | 14 |
| 4.3 School Business (Approved School Event Participation) and Approved Leave | 15 |
| 5. N Determination Process | 15 |
| 5.1 Non-completion of course warnings and 'N' Determination | 15 |
| 6. Vocational Education and Training (VET) courses | 17 |
| 6.1 HSC Industry Curriculum Framework VET Courses - Assessment Information..... | 17 |
| 7. Guidelines for the submission of HSC major projects | 19 |
| 8. Examination Rules and Procedures..... | 20 |
| 8.1 Examination Equipment..... | 20 |
| 8.2 Illness/Misadventure on exam day | 20 |
| 8.3 COVID and general illness..... | 20 |
| 8.4 During the Examination - Rules..... | 21 |
| 9. Students Accelerated in a Course..... | 21 |
| 9.1 Conditions of the Stage 6 Acceleration Program | 21 |
| 10. Disability Provisions and Life Skills courses | 22 |
| 11. Stage 6 - Year 12 2024 Assessment Schedules | 23 |
| 11. 1 – Ancient History | 23 |
| 11. 2 - Biology | 24 |
| 11. 3 – Business Studies | 25 |
| 11. 4 - Chemistry..... | 26 |
| 11. 5 – Chinese & Literature..... | 27 |
| 11. 6 – Community & Family Studies..... | 28 |
| 11. 7 - Dance..... | 29 |
| 11. 8 – Drama | 30 |

| | |
|---|-----------|
| 11. 9 – Design & Technology..... | 31 |
| 11. 10 – Economics..... | 32 |
| 11. 11 – English Advanced..... | 33 |
| 11. 12 – English Standard | 34 |
| 11. 13 – English Studies..... | 35 |
| 11. 14 – English EAL/D | 36 |
| 11. 15 – History Extension..... | 37 |
| 11. 16 – Japanese Beginners..... | 38 |
| 11. 17 – Japanese Continuers..... | 39 |
| 11. 18 – Korean Beginners..... | 40 |
| 11. 19 – Legal Studies..... | 41 |
| 11. 20 – Mathematics Extension 1..... | 42 |
| 11. 21 – Mathematics Extension 2..... | 43 |
| 11. 22 – Mathematics Advanced | 44 |
| 11. 23 – Mathematics Standard 1..... | 45 |
| 11. 24 – Mathematics Standard 2..... | 46 |
| 11. 25 – Modern History | 47 |
| 11. 26 – Music..... | 48 |
| 11. 27 – PDHPE..... | 49 |
| 11. 28 – Physics..... | 50 |
| 11. 29 – Science Extension | 51 |
| 11. 30 – Senior Geography | 52 |
| 11. 31 – Society & Culture..... | 53 |
| 11. 32 – Software Design & Development..... | 54 |
| 11. 33 – Sport Lifestyle & Recreation | 55 |
| 11. 34 – Visual Arts | 56 |
| 12. HSC VET Assessment Schedules | 57 |
| 12.1 – VET Business Services | 57 |
| 12.2 – VET Hospitality..... | 58 |
| 12.3 – VET Retail | 59 |
| 13. Year 12 2024 Assessment Calendar..... | 60 |
| 14. Illness & Misadventure Application | 64 |

1. Overview

This booklet is designed as a guide for students and their parents and carers to understand the operation of the Higher School Certificate Assessment procedure at Marsden High School. It is important that both students and parents/carers are aware of the assessment procedures and the requirements which must be met.

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessments task are those which students undertake as part of the school-based assessments program, reflecting specific course requirements, components and weightings.

This booklet outlines the general school assessment policy and the special requirements to be met in each subject area. Most importantly it sets out the rules and procedures to be followed by students regarding assessment tasks and their completion.

In the context of the Higher School Certificate (HSC), a requirement of the school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- A wider range of syllabus outcomes than may be measured by external examinations alone
- Multiple measures and observations made throughout the course rather than a single assessment event.

Assessment Coordinator

The year group Deputy Principal is the Assessment Coordinator. The Assessment Coordinator will ensure that every student signs that they have received a copy of this booklet. They also determine the procedures to be followed by students who have missed assessment tasks, convene the Assessment Appeals Committee and provide advice about assessments to students, teachers and parents.

Your Rights and Responsibilities in Year 12 Assessment

You have the right to:

1. Be informed of the assessment procedures of your school and those of NESA
2. Receive clear guidelines and a notification sheet for each assessment task (including examinations), **in writing**, relating to the requirements of each assessment task at least two weeks before the task due date.
3. Query the mark for an individual task at the time it is returned to you.

You have the responsibility to:

1. Become familiar with and follow the assessment requirements set by our school.
2. Monitor upcoming tasks by reference to this booklet, and the Term Assessment Planners issued.
3. Complete all set tasks on time or talk to your teacher about what is required if you can't meet a deadline.
4. Avoid behaviour which could be considered cheating, including plagiarism, the use of AI to generate source material, and ensure that all assessment work is your own or acknowledges the contribution of others.
5. Be familiar with NESA HSC: All My Own Work module content completed in Year 10.
6. Follow up any concerns you have with tasks **at the time they are returned to you.**

2. The NSW Higher School Certificate (HSC) credentials

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. The HSC is awarded to students who successfully complete a comprehensive program of study, including Year 11 and Year 12 courses. Schools need to develop programs of study and assessment and reporting processes that comply with the requirements of the NSW Education Standards Authority (NESA) and are understood by students and their families.

The HSC:

- is an internationally recognised credential
- provides a strong foundation for future studies and careers
- is standards-based; students receive HSC marks that indicate the standard they have achieved
- involves the study of at least 12 units in Year 11 and 10 units in Year 12
- involves at least 6 units of Board Developed courses in Years 11 and 12.

Board developed Courses

These courses are developed by NESA and count towards your Australian Tertiary Admission Rank (ATAR). They include English, Maths, Science, Technology, Creative Arts, PDHPE, HSIE, Languages and Vocational Education and Training (VET) Curriculum Framework courses.

Board Endorsed Courses

Board Endorsed Courses are generally developed by schools, TAFEs or universities. They contribute to the HSC, but don't count towards your ATAR.

2.1 Qualifying for the HSC

NESA requires that for the award of a Higher School Certificate, students MUST:

- Successfully complete 12 units in Year 11
- Study the pattern of courses required by NESA for the required time
- Have a satisfactory record of attendance and application to their studies
- Complete the requirements for a sufficient number of courses, including practical, oral or project works
- Complete assessment requirements for a sufficient number of courses
- Sit for and make a serious attempt at the Higher School Certificate Examination in a sufficient number of Board Developed courses, in compliance with NESA examination rules
- Pass the HSC minimum standards online tests in reading, writing and numeracy

HSC Minimum Standards

All Year 12 students in NSW must reach a minimum standard of literacy and numeracy to receive their HSC. Our Literacy and Numeracy Advisers will coordinate HSC Standards testing. Students get multiple chances each year to pass each of the online tests from Year 10 until five years after they finish their HSC course. If students pass the online tests of basic reading, writing and numeracy skills it will show they have met the HSC minimum standard.

How is the standard set?

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application
- creating a personal weekly budget.

Disability provisions and exemptions from minimum standards testing

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests, or be exempt from meeting the HSC minimum standard, in order to receive their HSC.

2.2 Pattern of Courses for the HSC

To qualify for the Higher School Certificate, students must study a pattern of Year 11 and HSC courses:

- At least 12 units must be satisfactorily completed in the Year 11 study pattern and at least 10 units in the HSC (Year 12) study pattern
- At least 6 units must be from Board Developed Courses
- At least 2 units must be of a Board Developed Course in English, this includes English Studies
- At least three courses must be of 2 units value or greater (either Board Developed or Board Endorsed Courses)
- At least 4 subjects
- No more than 7 units of Science can contribute to the 10 units studied for the HSC.

Satisfactory completion of the relevant Year 11 course is necessary before attempting a specific HSC course. Some TAFE courses are compacted to one year by including 3 or 4 units of study in Year 12.

2.3 Confirmation of HSC Entry

It is your responsibility to ensure that you are meeting the pattern of study requirements at all times. You cannot change or drop a subject without completing a **Change of Study Pattern** form (a pink form available from the HSC Deputy Principal).

It is **the student's responsibility** to ensure that you are studying at least **ten units** of the correct subjects to gain an ATAR, if an ATAR is required. When the NESAs Liaison Officer gives you a **confirmation of entry** form from NESAs, it is your responsibility to check and verify that you are correctly enrolled for the HSC and an ATAR (if needed). You must update your details with *NESAs Schools Online* and notify the NESAs Liaison Officer if you change your address or any personal details during this year.

2.4 Satisfactory Course Completion & Attendance

Completion

ACE 8019 from the *NESAs ACE Website* states that: A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

Attendance

While NESAs does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. MHS expects a **minimum of 85% attendance in courses for satisfactory completion**. Research shows that any level of absence leads to lower achievement. As attendance drops there is a correlating decline in achievement. Marsden High School supports students to maintain attendance levels above 95% to ensure they have the best chance to fulfil their potential.

2.5 HSC Course Assessment

Assessment of Board Developed Courses

Assessment of most Board Developed courses for the Higher School Certificate involve two forms of assessment:

1. School-based Assessment in the HSC Course
2. External NESAs Examination (HSC exam)

Both forms of assessment are used in the calculation of final marks in these courses.

Assessment of Board Endorsed Courses

There are a range of Board Endorsed courses available that:

- do not have an HSC exam – school-based assessment is used
- count towards an HSC
- do not contribute to the ATAR
- include some vocational courses - examples include Work Studies, Marine Studies, Photography, and Sport, Lifestyle and Recreation.

Assessment of Board Endorsed Courses for the Higher School Certificate involves *School-based Assessment* only.

Students Studying External Courses

A student's pattern of study may include studying courses outside of the school. These include courses studied at TAFE Colleges, Sydney Distance Education High School, Secondary College of Languages, and external providers/outside tutors.

The assessment requirements for these courses are managed by these external providers.

3. Formal School-based Assessment Procedures

Marsden High School complies with the rules and regulations according to **ACE 8072**, as published on the Assessment Certification Examination (ACE) website. Principals will continue to have the flexibility to decide on the number, type and weighting of school-based assessments for Year 11 and HSC students in 2024. NESAs's Principles of Assessment continue to apply.

This booklet includes the procedures and schedule for all students and teachers. Each student is required to sign for his/her copy of the Assessment Booklet as an acknowledgment of receipt.

Students will be notified in writing of any changes to the school's Assessment Procedures.

Purpose of assessment

Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

Assessment for learning is a key principle that guides teaching and learning:

- Teachers use information gathered throughout the teaching and learning process to assist students to clarify understanding and develop skills.
- Specific feedback is provided to students to inform them of the next steps in their learning journey.
- Students monitor their own learning and ask questions about how to use assessment information for new learning to improve their skills.

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the **school-based assessment program**, reflecting specific course requirements, components and weightings.

Evidence gathered through formal assessment assists teachers to report on student achievement in relation to syllabus outcomes and standards at a point in time and is often used for grading or ranking purposes. The components and weightings and the prescribed nature of some tasks ensure a common focus for school-based assessment in a course across schools, while also allowing for flexibility in the design of some tasks at the school level. It is not a requirement to formally assess every content area, topic or module in a course. While informal assessment does not contribute to grades or marks, it is a valid tool to assist teacher judgement about student achievement and to improve student learning.

3.1 How will assessment be undertaken?

Schools are required to provide written advice to students about the schools' requirements for assessment in each course including:

- formal assessment schedules at the commencement of each Year 12 course
- each formal assessment task
- in preparation for examinations, students will be issued with an assessment task notification at least two weeks prior to the beginning of the examination period, outlining the area/s of study and the weighting of the task.

In the context of the HSC, a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by examinations alone
- multiple measures and observations made throughout the course rather than a single assessment event.

Assessment tasks are conducted throughout Year 11 Term 4, and Year 12 Terms 1, 2, and 3. Each has mandatory components and a weighting determined by the school within requirements provided by NESA. The maximum number of formal assessment tasks is four per 2 unit course for the HSC. There is only one formal written examination that mimics the HSC per course. In Year 12, trial examinations have a maximum weighting of 30%.

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together. Assessment programs include a variety of assessment tasks that test the content and outcomes of each course and allow students to show what they know, understand and can do.

Assessment tasks will vary between subjects. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to:

- Presentations – digital, oral, multimodal, viva voce (oral examination)
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, log books, process diaries
- Tests
- Compositions.

Examinations held within the school are generally included in school-based assessment programs.

What happens if there are two or more classes of the same subject?

Where the same assessment task is given to two or more classes, the assessment task and the conditions under which the assessment task is carried out and marked **MUST** be the same.

3.2 How will Assessment information be communicated?

Communication to Students

All HSC students will be issued with a hard copy of the *2024 Higher School Certificate Rules and Procedures* and directed to the NESA website to access [Rules and Procedures Guide](#).

Students must be informed prior to the assessment period about:

- NESA requirements for each course
- The assessment tasks to be attempted and completed
- The proportion each task contributes to the final assessment.

Notification of assessment tasks

The due date and details of an assessment task will be notified to students in writing at least two weeks before the task. Written notification details of each task must include:

- the date and time of when the task will take place or when the task is due
- components/topics and their weighting as specified in the course assessment schedule
- the general nature (mode) of the assessment task
- the weight value of the task in relation to the total weighted mark for the course as specified in this policy.
- where appropriate, marking criteria/rubric/information about how the task will be assessed. After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks' notice provided the task is not being brought forward. *Any changes of date will be notified in writing.*

Note that written notification has precedence over any information listed in the assessment schedules contained in this assessment booklet -that is, details of assessment tasks listed in this assessment booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task. In some circumstances, it may be necessary to alter the date of the task (that is, Term and Week) from that listed in the assessment schedule in this assessment booklet. When this occurs, students must be informed of any changes to the date - in writing, and two weeks in advance.

Feedback

Following the completion and submission and marking of an Assessment Task, students will receive clear feedback on their performance. This advice should indicate:

- students' attainments in the task relative to the outcomes
- students' relative positions within the course for the task
- the next steps for improvement in learning progress.

Prior to task due date, although not a requirement, informal feedback may be provided to students. Feedback will be given up to 48 hours prior to the submission time and date to ensure teachers are able to provide it in an equitable manner. **Teachers will not edit the task.** Students may receive feedback on drafts ONCE, in some exceptions TWICE if stipulated in the Task Notification. The informal feedback may be verbal or written and will only be related to the task criteria. The type of feedback will be the same for all students who apply. Feedback in Extension and Practical subjects may involve more detail.

Marks and Ranks

You will be given your mark and ranking for each assessment task when it is returned and finalised. However, you will not be given your final assessment mark. Your final assessment rank will be provided when all tasks are finalised, including the completion of any estimate calculations for any candidate with an estimate pending, as estimates are calculated at the end of the course.

Communication to Parents about Student Progress

A regular guide to individual student progress will be provided by:

1. Teacher comments on school reports
2. Marks and comments on completed assessment tasks
3. Feedback provided to students via Google Classroom or completed coursework
4. Progress Reports made at parent's request
5. Letters sent to parents regarding student progress
6. Official Warning letters for course non-completion.

3.3 Assessment Criteria & Weighting of Tasks

General assessment criteria, indicating the nature and purpose of the assessment, will be included with each assessment task notification.

Assessment tasks are designed to assess the content and outcomes of the course. The tasks are designed with reference to the NESAs *Glossary of Key Words*, included in this booklet.

The tasks are developed with general marking guidelines and describe the mark ranges to be awarded at each level of achievement.

Individual assessment tasks will, in general, be no more than 40% or no less than 10% of the total assessment mark. Each assessment task will be weighted according to the relative importance of each task. Students will be advised of the weighting with each assessment task. There is no requirement for assessment schedules to include tasks with a greater weighting towards the end of the course.

3.4 Scheduling of formal assessment tasks

The Assessment schedule for HSC courses applies as soon as the Year 11 Course is completed. Students are provided with written notification of the Assessment Procedures and Program (HSC Course Assessment Booklet) early in Term 4. **You will be given at least two week's notice of a formal task.** Absence on the day of notification doesn't mean an extension will be granted. The description of tasks will be in writing and will include:

- the **task number**
- **weighting** of the task
- the **date and time of day** that the task is to be completed e.g. end of period 4 Thursday 7 May
- the syllabus **outcomes** and **marking criteria** i.e. what will be assessed in relation to the outcomes
- the **form** the assessment task will take (e.g. test under exam conditions, oral presentation, performance) and a brief **description** of this task type
- the form of **feedback to be provided**

Changes to the HSC Course Assessment Schedule must be made in writing to students with at least **TWO weeks** notice.

Students will not receive assessment tasks that have a DUE DATE in the week BEFORE the start of their HSC Trial Examinations.

3.5 Assessment Task Submission

For formal examinations: students must complete and hand in one attendance voucher for each examination paper attempted.

For all other assessment tasks: All assessment tasks are to be submitted to the class teacher or Head Teacher on the due date at the time and period specified on the assessment notification.

Hand-in tasks

It is the student's responsibility to ensure that tasks are submitted on time. Tasks may be submitted:

- in person OR
- another agreed processes, indicated on the assessment task notification.

Students **must** sign an assessment task register for the teacher to confirm the task has been submitted. These records are required for HSC monitoring. If the task is submitted via Google Classroom, each student must submit a Google Form for each task to create the assessment register electronically.

In the situation where a task submission is in question, it is the student's responsibility to provide evidence of task submission to the faculty. Failure to do so may lead to a zero mark being awarded. **Students must not leave hand-in tasks on teachers' desks.** If a student is not able to come into school due to unavoidable circumstances, they must keep evidence of their submission e.g. email and any attachments that relate to it; task receipt if another person submits on their behalf.

Performances and Oral Tasks

Students must be prepared to present performances and oral assessment tasks (including, but not limited to: presentations, viva voce and language speaking tasks) on the specified due date. Where applicable, students must submit a hard copy of their presentation on the advertised due date of the task.

Technology and Assessment Tasks

Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date by 9:00am. **Technology failure or printer breakdown is NOT, in itself, a valid reason for late submission of a task** - it is not an acceptable reason for a misadventure application.

3.6 Assessment Task Monitoring and Recording

Schools are required to maintain records of marks awarded for each task identified as part of the HSC assessment program.

Central register of all tasks, marks and ranks

The issuing of assessment information (including change of schedule) will be recorded in individual teacher mark books and on a class task registration sheet to ensure there is a record of student notification. Assessment marks will be recorded in faculty mark books and on Sentral.

All HSC Monitoring is the responsibility of the Assessment Coordinator. It will consist of a written copy of the task, the "agreed mark" for each student, the rank for each student in that task and the cumulative rank for each student in that course, following that assessment task.

The central register will also contain all applications for variations to the published assessment schedule, approval from the Assessment Coordinator for each variation and the amended notification register, signed by all students in the course. This acknowledges receipt of the advice of approved variation to the published Assessment Schedule.

3.7 Penalties in relation to non-completion/non-submission tasks

A mark of **zero** will be awarded to any student who:

- **cheats (or assists others in cheating)** during an assessment task/examination.
- **plagiarises:** copies work or attempts to represent the work of another student as their own.
- **disrupts** an in-school assessment task as the concentration of fellow students is affected.
- presents an assessment task which is considered **objectionable or a non-serious attempt** (the task attempt does not meet the criteria listed or descriptors for performance)
- **is absent from any class on the day or day prior** to complete an assessment task by the due date.
- submits an assessment task after the due date and time **without a successful Illness/Misadventure Application**

In cases of **PROVEN DISHONESTY**, the **Principal will be notified** and the school's behaviour code will be followed. Any actions of deceit will result in a **zero** mark for the task and will place your HSC at risk. The incident will be **recorded on NESA's register of malpractice.**

Non-serious attempt

If you don't make a serious attempt at a task (your attempt does not meet the criteria listed or descriptors for performance), you will be given a formal warning of non-completion, which could jeopardise your

completion of the HSC course. In addition, you will be required to re-sit, re-submit or perform the task at a later date in order to meet course requirements.

3.8 Final Assessments & Review

Final assessment marks are the result of student performance in all assessment tasks that covered the range of outcomes of the course. The final assessment marks are used to indicate the **rank of students** in relation to each other and the **gap** between them.

Final assessment marks are not given to students as NESAs adjust final assessment marks using a process called moderation, so that assessment marks can be compared across schools. Moderation maintains the rank order of students within the school group and the relative gaps between them.

The final assessment ranks of students provide the school with the order of merit in each course.

Assessment Task Review

Students who consider that their rank in any course is not correct may seek a school review. An assessment review focuses on the **procedures** for determining the final assessment mark. Students are not entitled to seek a review of a teacher's judgement of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review. A review will ascertain whether:

- Procedures used to determine the final assessment mark conform with the stated assessment program
- Computational or other clerical errors have occurred.

Reviews will be carried out by the Assessment Appeal Committee, a panel consisting of a Deputy Principal and two Head Teachers.

4. Absences, Illness and Misadventure

Absence on the day before or the day of an assessment task

The NSW Educational Standards Authority (NESAs) expects students to undertake all set assessment tasks. They also expect the school to enforce NESAs rules and be consistent and fair.

Students who are absent from school or who do not attend class/es **THE DAY BEFORE OR ANY PART OF THE DAY OF** an assessment task are deemed to have gained an unfair advantage. Students who are absent for all or any part of the day before an assessment task must follow the steps below. Alternatively, evidence of a serious, unavoidable occurrence must be provided to the Head Teacher of the subject, before the student is permitted to take part in, or submit an assessment.

4.1 Illness/ Misadventure Flow chart

If you are studying a Stage 6 course and are absent due to illness or misadventure on the day an assessment task is scheduled or due, follow and complete this process within 2 school days of the due date of the assessment task. This process is mandatory for students undertaking Stage 6 courses.

Phonecall/email: You or your parents/carers should notify the Deputy Principal on the day of the missed assessment task by making a phone call to the school on (02 9874 6544

Download, print and complete the Illness/Misadventure Application and the Marsden High School Medical Certificate on the same day as the missed task: Print the Illness/Misadventure Application from the Student Portal by clicking on the clicking on the Illness/Misadventure Application file. Take this to the relevant professional authority to complete all relevant sections of the application on the same day of your missed assessment task. The application consists of two pages

Attach Evidence: You must attach evidence that covers the day of the assessment task and all other absences until the task is completed. Pay close attention to all instructions on the two pages of the Illness/Misadventure Application. Submitting incomplete forms will jeopardise the applications's success.

Return to school with completed application: You must attend school on the first day not covered by independent evidence. present the completed Illness/Misadventure Application, with supporting evident, to the Deputy Principal with 3 school days of the due date of the assessment task or on the first day of your return to school before 3pm (if not within 2 school days

4.2 Absence Due To Illness Or Misadventure

Please note the following:

Illness or injury - refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);

Misadventure - refers to any other event beyond the student's control which allegedly affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood). You cannot submit an application on the basis of - misreading the exam timetables, misreading exam instructions, loss of study time, difficulties in preparation or loss of preparation time unless there are **exceptional circumstances**.

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

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the HSC Deputy Principal or relevant Head Teacher).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the HSC Deputy **IMMEDIATELY** if circumstances will prevent them from doing so. Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an Illness and Misadventure form (see Appendices) to the HSC Deputy Principal. A student may also submit an Illness and Misadventure form to the HSC Deputy Principal or relevant Head Teacher if they believe that **exceptional circumstances** leading up to the task, or on the day of the task, adversely affected their performance in that task.

A judgement regarding the missed assessment, will be made by the Head Teacher of the subject who will complete the Head Teacher section of the form. The student will be informed of this decision within 3 school days of the lodgement of the ***Illness/Misadventure Application Form***. This will indicate whether the student should submit the task at another date, be given an estimate, a substitute task or awarded zero (0) marks.

A student will be able to submit an assessment on the day that he/she returns to school, **ONLY** if this was the negotiated agreement when the absence was notified to the Head Teacher and Deputy Principal. If an extension of time is granted this will be clearly stated on the ***Illness/Misadventure Application Form***. Any extension of time granted will not exceed the period of absence.

Where there is **no valid reason** or the procedures have not been followed for non-completion of an assessment task, **a mark of zero** will be recorded for that task. If this occurs the student's parents/carers will be informed, with a *N Warning Letter* for 'non-completion of a task' being issued to the student and a copy sent to the parents/carers. Students will be given two weeks to complete the task so as to avoid further 'non-completion' warnings.

In following these procedures, the school can best support you to complete the task without incurring any penalties and be fair to all students.

4.3 School Business (Approved School Event Participation) and Approved Leave

Students on School Business must notify their teachers of their absence from school at the time of task notification or as soon as possible prior to the assessment task due date. School Business must be approved by the Assessment Coordinator. Approved School Business does not require illness/misadventure application. Students who miss an assessment task due to School Business will complete the task on the first day back to class. Students must make this arrangement with the Head Teacher.

The granting of approved leave is at the discretion of the Principal. The same rules apply as above if a student has been granted approved leave from school by the Principal.

5. N Determination Process

ACE 8079: If it appears that a student is at risk of not meeting the school-based assessment requirements in a course, a warning must be given. The principal must:

- 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 an 'N' determination
- advise the parent or guardian in writing if the student is under 18
- request from the student and/or parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements)
- retain a copy of the warning notice and other relevant documentation.

The following flowchart explains the 'N' Determination Process at Marsden High School.

5.1 Non-completion of course warnings and 'N' Determination

Non-completion warnings will be issued in writing by Teachers, Head Teachers and Deputy Principals in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses. If you receive a N-Warning letter you **must** complete the tasks as detailed in the letter.

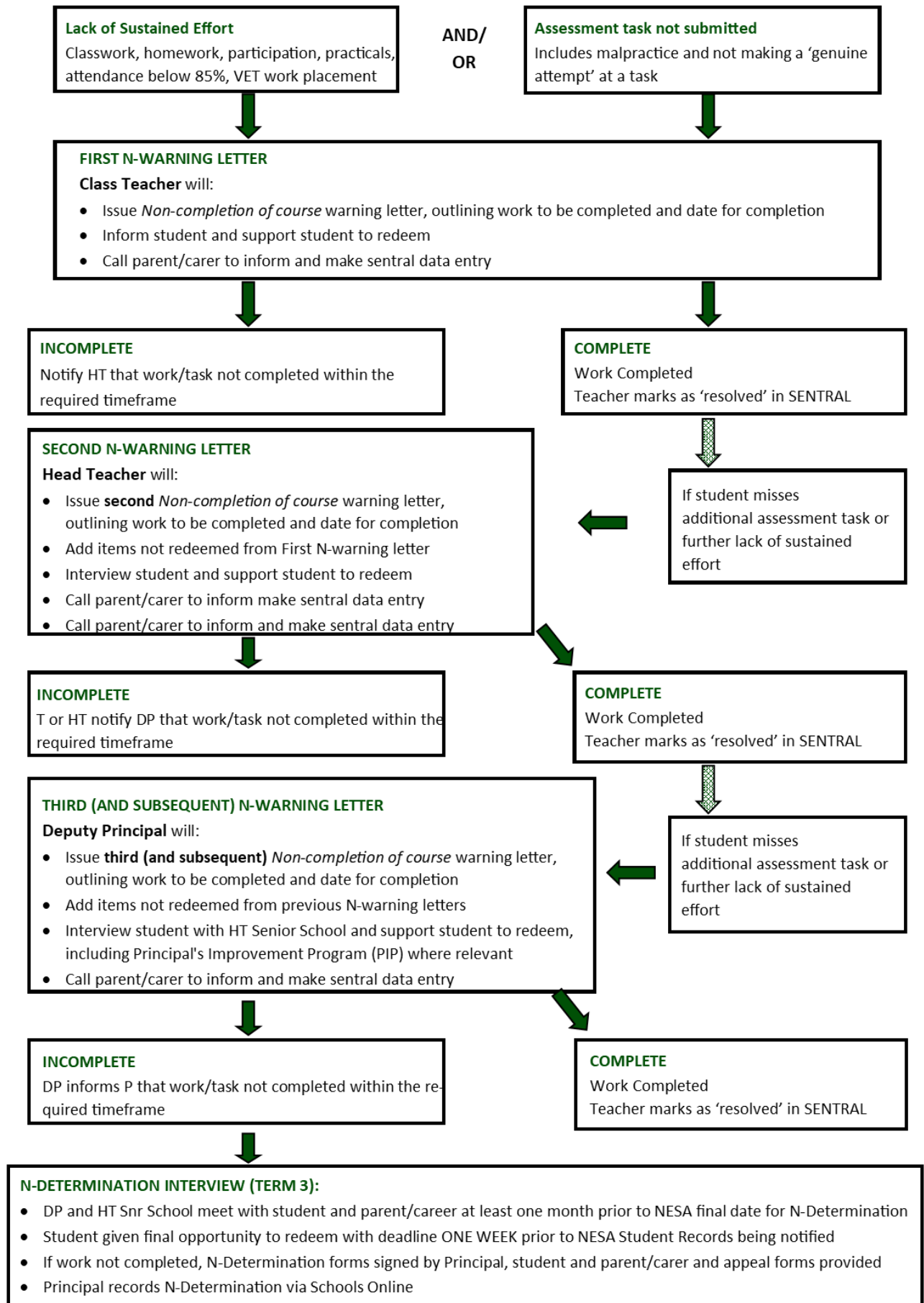
If you receive **two or more N-Warning letters** in any particular course and you do not complete the tasks/coursework listed in those letters it may result in the Principal making an '**N**' **determination**, which means you have not completed that course and cannot count it towards your HSC or ATAR.

Students who do not comply with the assessment requirements in a course, will have neither an assessment mark nor an examination mark awarded for that course.

In the case of extension courses, students who do not meet the assessment requirements for the associated 120hr HSC (2 Unit) course, will not receive a result in the extension course either.



N-DETERMINATION FLOWCHART



6. Vocational Education and Training (VET) courses

Senior secondary school students are given the opportunity to study a VET course at school whilst completing the HSC. This allows school students to gain credentials from both NESA in terms of the HSC, and from Northern Sydney Region (NSR) Registered Training Organisation (RTO), in terms of a **nationally recognised qualification**. Students must therefore be assessed under conditions satisfying both NESA and the Australian Qualification Framework (AQF).

Students may study as many VET courses as they wish for the HSC, within NESA guidelines. If a student requires an ATAR, only one Curriculum Framework VET Course can be used.

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

1. NESA units towards HSC
2. Competencies which lead to a Statement of Attainment (SOA), Certificate I, II or III awarded under the Australian Qualifications Framework (AQF)

VET Curriculum Framework, Board Developed Courses include:

- Automotive
- Business Services
- Construction
- Electrotechnology
- Entertainment Industry
- Financial Services
- Hospitality
- Human Services
- Information and Digital Technology
- Metal and Engineering
- Primary Industries
- Retail Services
- Tourism Travel and Events

Students must complete 35 hours of mandatory work placement per year for these courses.

6.1 HSC Industry Curriculum Framework VET Courses - Assessment Information

| Vocation Context | HSC Context |
|---|---|
| Requirements from the Training Package Competency-based assessment | Requirements from NESA Optional HSC Examination (for 240-Hour courses) |

- VET courses let you complete a workplace credential while still at school
- Qualifications are recognised Australia-wide (AQF – Australian Qualifications Framework)

AQF Assessment

All Industry Curriculum Framework Courses are assessed under national competency standards that have been determined by industry.

Competency based assessment means that students develop the skills and knowledge described in each unit of competency. A student must demonstrate to a qualified assessor (teacher) that they can effectively carry out three varied tasks and combinations of tasks to the standard required in the appropriate industry. There is no final mark awarded in competency-based assessment. Students are assessed as either **competent** or **not yet competent**.

Students will be involved in a variety of assessment activities, including theoretical and practical tasks. If students are deemed **not yet competent**, they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to:

- WHS requirements
- Cost factors
- Time frame
- Supervision requirements
- Resource availability.

Specific information about these competencies will be issued to students at the beginning of the course.

Higher School Certificate (HSC) Assessment

Students will be awarded units towards their Preliminary and HSC by studying a VET course. Industry Curriculum Framework courses allow students to include a mark from the written HSC examination to be used in the calculation of the Australian Tertiary Admission Rank (ATAR).

As with all HSC courses, NESAs procedures apply to all VET Courses.

VET courses will be listed on the HSC Certificate. No mark will be listed for the **achievement of competency**. NESAs, on behalf of NSR RTO, will issue the AQF qualification.

For students who have undertaken the HSC examination, an **examination mark** will be recorded on the HSC Certificate. **No school-based assessment mark will be recorded.**

An estimated examination mark for students entered for the HSC written examination is submitted to NESAs by the school. **This mark will be used only in the case of an illness/misadventure appeal.** This will be the Trial HSC Examination mark.

Work placement

Work placement is a **mandatory HSC requirement** of Industry Curriculum Framework VET courses. The hours are as follows:

- 120 hour course - a minimum of 35 hours in a workplace
- 240 hour course - a minimum of 70 hours in a workplace
- 60 hour course (specialisation) - a minimum of 14 hours in a workplace. This varies with some courses.

Please note: Students completing 120 hours (2 units) of a 240 hour course must complete the 35 hours of work placement.

Failure to comply with HSC mandatory work placement hours will mean that students have not fulfilled the NESAs course requirements. Penalties will occur if mandatory hours are not met and result in the issuing of an "N" Determination.

Learning in the workplace will enable students to:

- Progress towards the achievement of industry competencies
- Develop appropriate attitudes towards work
- Learn a range of behaviours appropriate to the industry
- Practise skills acquired in the classroom in an industry environment
- Develop additional skills and knowledge, including employability skills.

7. Guidelines for the submission of HSC major projects

**Attention students of:
Design & Technology, English, Industrial Technology, Extension History, Extension Science
Information Processes & Technology, Society & Culture, Visual Arts**

The date for submissions of Major Projects is published by NESA during the HSC year. Students will be provided with this information. Teachers will specify exact times for the final collection of the projects. **It is the student's responsibility to ensure that a project and/or components of that project are completed by the date and time.**

Students are not allowed to work on their project after this date. Other dates for in-school assessment of the progress of major projects will be incorporated into the assessment program for that course.

Time is allocated for students to work on major projects during class time. **However, it is expected that students will need to work on these projects at other times under the supervision of the teacher and in negotiation with that teacher.** When students wish to use their study periods for this purpose, written permission from their supervising teacher will be provided. This permission must be noted in the sign-on sheets in the library.

Teachers may choose to provide some extra time for work to be completed during school holidays or after school. This, however, will be at the sole discretion of the teacher. The teacher may set down rules concerning this time, for example, they may set a minimum number of students to be present.

Teachers may also propose an incursion to be held at school for students to have an intensive experience in some aspect of practice in relation to the major project. When students attend school they must be marked 'present' at school. They must not come to school only to work on their major projects unless an official incursion/excursion has been arranged.

The teacher must be satisfied that the project has been completed by the student. The process that the student is following must be negotiated with the teacher and evidence that the work is the student's own must be provided. Guidance by the teacher is crucial to the success of the major project. Time management is essential and it is advisable to complete the work ahead of schedule to allow for minor adjustments if needed.

8. Examination Rules and Procedures

General Information

1. Students must be in full school uniform and follow the day-to-day rules of the school.
2. Students are required to meet at the exam room **15 minutes BEFORE the start of the exam.**
3. Students are to hand their phone in - inside a plastic bag with a name tag. Phones are not permitted in the examination centre. They will be locked in the front office storeroom and can be collected at the conclusion of the exam.
4. Students must line up quietly, physically distanced and wait for directions from the supervising teacher/s to enter the hall in an orderly manner.
5. All bags are to be left in the foyer area before entering the hall. In classrooms, place bags outside the classroom. Remember not to leave valuables in your bag.
6. Students are to carry all equipment required for the examination in a **clear plastic sleeve.**

8.1 Examination Equipment

THERE IS TO BE NO BORROWING DURING THE EXAMINATION.

No pencil cases or dictionaries. Whiteout or correction tape is not to be used on exam answer papers. Write in black or blue pen only.

- Bring spare pens to each exam.

You may also bring:

- Ruler
- Highlighters
- Pencils (should be at least 2B) and sharpener / rubber
- A bottle of water in a CLEAR bottle.
- You can wear your analogue or digital watch to your exams (but not a 'Smartwatch' such as iWatch – the watch must not have wi-fi/internet connectivity). Once you sit down you will have to take it off and place it in clear view on your desk.

All equipment you bring is subject to inspection on entry. Make sure any equipment you are allowed to bring, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.

To further clarify what you cannot bring into the exam room:

- ANY electronic device: this includes mobile phones, programmable/smart watches, countdown timers, earphones, organisers, tablets (eg iPads), music players, electronic dictionaries and communication devices etc (only a calculator where permitted).
- Paper or any printed or written material. You can ask your teacher or presiding officer for working out paper.
- Print dictionaries, except where permitted in language exams.
- Correction fluid/tape.
- Pencil cases or solid/ non clear water bottles

8.2 Illness/Misadventure on exam day

- Stay at home if you are unwell and seek out a medical certificate/COVID test, follow NSW Health guidelines and school illness/misadventure procedures as per the school's assessment procedures.
- Illness/misadventure forms are available on the school website/Learning at our School/Assessment and Reporting/illness Misadventure Application - a PDF is available to download & print.

8.3 COVID and general illness

- Maintain physical distancing when lining up and walking in/out of the examination room and with all staff supervising exams
- Practise good hygiene: This includes washing hands for 20 seconds and using hand sanitiser at regular intervals, coughing and sneezing into your elbow or a tissue.
- Dispose of tissue/s quickly. If unwell before an exam, stay at home and seek a medical certificate.
- If experiencing flu like symptoms please stay home and get a COVID test. Please notify the school of your COVID test and email a copy of the result to the school.
- If unwell during an exam, immediately report to the supervisor, you will need to go home and follow illness/misadventure procedures.

8.4 During the Examination - Rules

- Students must follow all instructions given by the supervising teachers.
- Students **MUST NOT COMMUNICATE IN ANY FORM** with other students or talk/make noise after entering the hall/exam room.
- Once seated, students must complete the attendance slip.
- No paper is to be brought into or taken from the examination room including the exam paper.
- Students must write their **STUDENT NUMBER** on top of every booklet they use.
- Students must not leave the examination room until the scheduled end of the examination. If you have completed the examination early, you must remain seated and quiet until the examination has finished.

Toilet Breaks

- Students should go to the toilet and attend to their needs **BEFORE** entering the hall.
- The toilet register **MUST** be signed by students **EACH** time they use the toilet during an exam.
- If you are in a classroom, a teacher will need to escort you to the nearest bathroom. You must wait until someone is available to assist you. If in an alternate room, this may take some time.

Consequences

- If you do not follow these rules, cause disruption to the examination or are involved in malpractice during the examination, you may be asked to leave the examination room and be directed to the Deputy Principal.
- Consequences may include disqualification from the exam, issuing of a Non-completion of course warning (and zero marks), implementation of the school discipline code and communication with parents/carers.

9. Students Accelerated in a Course

Students who have been accelerated in a course should complete all assessment tasks, or the equivalent, that are undertaken by students completing the standard course program. The school will endeavour to minimise the conflicting demands of Preliminary and HSC assessment, but this cannot be guaranteed.

During the examination period students accelerated in a course will be given study leave the day before their examination unless the task is scheduled the day after a weekend or a public holiday. On all other occasions during the examination period when Year 12 lessons have been suspended, students accelerated in a course must attend all timetabled lessons in accordance with the assessment policy however, they are offered study leave the day before examination. If the task is scheduled in the afternoon students will still be given study leave on the day before and are **NOT** expected to attend lessons before the task - including period 0. If the task is in the morning, then students are expected to attend all lessons after their assessment task has been completed.

Study leave will **NOT** be provided to students accelerated in a course outside the HSC trial examinations. Study leave is for preparation for exams in an examination block not for Oral/Performances or presentations or hand-in tasks.

9.1 Conditions of the Stage 6 Acceleration Program

- Students in the Acceleration Program must manage their time appropriately so that their other courses are not neglected.
- Students in the Acceleration Program must balance study and extra-curricular activities.
- Students in the Acceleration Program must maintain an acceptable standard of work in **ALL** of their courses. Failure to do so may result in the student being withdrawn from the program.
- Students must agree to maintain a minimum of 12 units of study when in Year 11 and a minimum of 10 units of study when in Year 12.
- The HSC Course commences in Term 4 and the first assessment task can be scheduled for as early as Week 6 of Term 4 and may not finish till the last week of term. It is compulsory for students to sit for these tasks and it is expected that families will not organise holiday trips during this time.

10. Disability Provisions and Life Skills courses

Provisions for students with a genuine disability may include large print papers, use of a writer, use of a reader, extension of examination time, rest breaks, use of a personal computer, establishment of a special examination location, separate supervision, permission to take medication and other adjustments. **Students need to notify the Learning Support Head Teacher of their request for special provisions and provide medical evidence which will then be submitted to NESA for approval, before special provisions can be granted.** NESA does not consider lack of familiarity with the English language to be a disability. Consequently, the use of dictionaries and translators is not allowed.

Marsden High School offers Life Skills courses for students to attain their HSC. There are specific entry requirements for Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. Life Skills courses do not count towards the ATAR. They use school-based assessment to provide a Profile of Student Achievement for each course.

11. Stage 6 - Year 12 2024 Assessment Schedules

11. 1 – Ancient History

| | | | |
|--------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: HSIE | Stage: 6 | Year: 12 | HSC Units: 2 |
|--------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---|--|---|--|-----------------------|--------------------|
| Task Type | In Class Source Analysis | In Class Research Essay | Historical Analysis | Trial HSC Examination | |
| Syllabus Topic | Core Study: Cities of Vesuvius – Pompeii & Herculaneum | Historical Period: The Fall of the Roman Republic 78-31BC | Personality in Their Times: Rome – Julius Caesar | All completed topics | |
| Timing | Term 4, Week 8 | Term 1, Week 9 | Term 2, Week 5 | Term 3, Week 2 – 3 | |
| Outcomes assessed | H2, H4, H6, H7, H9 | H5, H6, H8, H9 | H4, H5, H8, H9 | H9, H8, H10 | |
| Components | | | | | |
| Knowledge and understanding of course content | 5 | 10 | 5 | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | | 5 | 5 | 10 | 20 |
| Historical inquiry and research | 5 | 5 | 10 | | 20 |
| Communication of historical understanding in appropriate forms | 10 | 5 | 5 | | 20 |
| Total of HSC mark% | 20 | 25 | 25 | 30 | 100 |

11. 2 - Biology

| | | | |
|-----------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Science | Stage: 6 | Year: 12 | HSC Units: 2 |
|-----------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Weighting % |
|---|-------------------------------------|---|--|--------------------|
| Task Type | Modelling Task | Depth Study | Trial HSC Examination | |
| Syllabus Topic | Heredity | Infectious Disease | Heredity | |
| Timing | Term 4, Week 10 | Term 2, Week 10 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | BIO12-5, BIO12-6, BIO12-7, BIO12-12 | BIO12-1 BIO12-2, BIO12-3, BIO12-7, BIO12-14 | BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO 12-13, BIO12-14, BIO12-15 | |
| Components | | | | |
| Skills in working Scientifically | 25 | 25 | 10 | 60 |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Total of HSC mark% | 35 | 35 | 30 | 100 |

11. 3 – Business Studies

| | | | |
|--------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: HSIE | Stage: 6 | Year: 12 | HSC Units: 2 |
|--------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|--|--------------------|--------------------------|---------------------------------|---------------------------------------|--------------------|
| Task Type | In Class Essay | In Class Business Report | Unseen In Class Business Report | Trial HSC Examination | |
| Syllabus Topic | Operations | Marketing & Finance | Finance & HR | Operations, Marketing, Finance and HR | |
| Timing | Term 4, Week 9 | Term 1, Week 11 | Term 2, Week 8 | Term 3, Week 2 - 3 | |
| Outcomes assessed | H2, H4, H6, H7, H9 | H5, H6, H8, H9 | H4, H5, H8, H9 | H9, H8, H10 | |
| Components | | | | | |
| Knowledge and understanding of course content | 5 | 10 | 10 | 15 | 40 |
| Stimulus-based skills | | 5 | 10 | 5 | 20 |
| Inquiry and research | 10 | 5 | | 5 | 20 |
| Communication of business information, ideas and issues in appropriate forms | 5 | 5 | 5 | 5 | 20 |
| Total of HSC mark% | 20 | 25 | 25 | 30 | 100 |

11. 4 - Chemistry

| | | | |
|-----------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Science | Stage: 6 | Year: 12 | HSC Units: 2 |
|-----------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---|---|---|---|---|--------------------|
| Task Type | Depth Study | Skills Task | Practical Task | Trial HSC Examination | |
| Syllabus Topic | Applying Chemical Ideas | Equilibrium and Acid Reactions | Acid/Base Reactions | Applying Chemical Ideas, Equilibrium and Acid Reactions, Organic Chemistry, Acid/Base Reactions | |
| Timing | Term 4, Week 10 | Term 1, Week 10 | Term 2, Week 7 | Term 3, Week 2 - 3 | |
| Outcomes assessed | CH12-1, CH12-2, CH12-3, CH12-5, CH12-7, CH12-15 | CH12-4, CH12-5, CH12-6, CH12-7, CH12-12 | CH12-3, CH12-4, CH12-5, CH12-7, CH12-13 | CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15 | |
| Components | | | | | |
| Skills in Working Scientifically | 20 | 10 | 15 | 15 | 60 |
| Knowledge and understanding of course content | 10 | 10 | 5 | 15 | 40 |
| Total of HSC mark% | 30 | 20 | 20 | 30 | 100 |

11. 5 – Chinese & Literature

| | | | |
|-------------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Languages | Stage: 6 | Year: 12 | HSC Units: 2 |
|-------------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---------------------------|--|--|--|--|-------------|
| Task Type | In-class Topic Test | In-class Topic Test | In-class Topic Test | Trial HSC Examination | |
| Syllabus Topic | <ul style="list-style-type: none"> - The Individual and the community - Youth Culture - Perspectives on identity - Global issues | <ul style="list-style-type: none"> - The Individual and the community - Youth Culture - Perspectives on identity - Global issues | <ul style="list-style-type: none"> - The Individual and the community - Youth Culture - Perspectives on identity - Global issues | <ul style="list-style-type: none"> - The Individual and the community - Youth Culture - Perspectives on identity - Global issues | |
| Timing | Term 1, Week 10/11 | Term 2, Week 3 | Term 2, Week 8 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | H1.1, H1.2, H2.2, H3.3 | H2.1, H2.3, 2.4 H3.2, H3.5, H3.6 | H1.3, H3.7, H4.1, H4.2 | H2.2, H2.4, H3.1, H3.4, H3.7, H4.3 | |
| Components | | | | | |
| Speaking | | 10 | | | 10 |
| Listening | 5 | | 5 | 10 | 20 |
| Reading | 15 | 15 | | 10 | 40 |
| Writing | 10 | | 10 | 10 | 30 |
| Total of HSC mark% | 30 | 25 | 15 | 30 | 100 |

Course prescriptions Chinese and Literature Course:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/literature/chinese-and-literature-syllabus/course-prescriptions-2019-2024>

11. 6 – Community & Family Studies

| | | | |
|---------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: PDHPE | Stage: 6 | Year: 12 | HSC Units: 2 |
|---------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|--|-----------------------------|----------------------------|---|---|--------------------|
| Task Type | Individual Research Project | In class Written response | In class Oral Presentation and written report | Trial HSC Examination | |
| Syllabus Topic | CORE 1 Research Methodology | CORE 2 Groups in Context | CORE 3 Parenting and Caring | CORE 1 CORE 2 CORE 3 OPTION -Social Impact of Technology | |
| Timing | Term 4, Week 10 | Term 1, Week 8 | Term 2, Week 8 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | H 4.1, H 4.2 | H 1.1, H 2.2, H 3.3, H 5.1 | H 3.2, H 2.2, H 5.2 | H 1.1, H 1.2, H 2.2, H 3.2, H 3.4, H4.1, H 4.2 | |
| Components | | | | | |
| Knowledge and understanding of course content | 5 | 5 | 10 | 30 | 50 |
| Analysis and evaluation | 5 | 5 | | | 10 |
| Inquiry and research | 10 | 5 | 5 | | 20 |
| Communication of information, ideas and issues | 10 | 5 | 5 | | 20 |
| Total of HSC mark% | 30 | 20 | 20 | 30 | 100 |

11.7 - Dance

| | | | |
|---------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Dance | Stage: 6 | Year: 12 | HSC Units: 2 |
|---------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---------------------------|--|---|---|--|-------------|
| Task Type | Written Core Appreciation | Works in Progress -Performance -Discussion -Composition -Rationale | Written Core Appreciation (Part A) -Terrain Major Project (Part B) | Trial HSC Examination | |
| Syllabus Topic | Core Appreciation Text: Romeo and Juliet | Works in Progress Core 1 (Part A) and 2 (Part B) | Core Appreciation | Completed Works Core (Part A): -Performance -Discussion Core 2 (Part B) -Composition -Rationale Core 4 (Part C) -Major Project - Discussion & Questions | |
| Timing | Term 4 Week 7 | Term 1 Week 10 | Term 2 Week 9 | Term 3 Week 2 - 3 | |
| Outcomes assessed | H1.2, H1.3, H3.1, H3.2, H3.3, H3.4 | H1.3, H2.1, H2.3, H4.5, H4.3 | H2.2, H4.1, H4.2, H4.4 | H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H4.3, H4.4, H4.5 | |
| Components | | | | | |
| Performance | | 15 | | 5 | 20 |
| Composition | | 15 | | 5 | 20 |
| Appreciation | 10 | | 10 | | 20 |
| Major Study | | | 20 | 20 | 40 |
| Total of HSC mark% | 10 | 30 | 30 | 30 | 100 |

11. 8 – Drama

| Key Learning Area: Drama | | Stage: 6 | Year: 12 | HSC Units: 2 | |
|---------------------------|---|---|-------------------------------------|--|-------------|
| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
| Task Type | In-class Performance, Essay and Written Essay | In-class Logbook, Performance/Presentation and Discussion | Poster Design Research Essay | Trial HSC Examination Logbook Performance | |
| Syllabus Topic | Contemporary Australian Drama and Theatre | IP Work in Progress | Approaches to Acting | Individual Project Group Performance Written Exam: Australian CATP Studies in Drama Approaches to Acting | |
| Timing | Term 4 Week 10 | Term 1 Week 6 | Term 2 Week 10 | Term 3 Week 2 - 3 | |
| Outcomes assessed | H1.1, H1.2, H2.3, H3.1, | H1.2, H1.3, H1.5, H2.1, H3.2, | H1.1, H1.5, H1.7, H2.2, H3.3 | H1.1, H1.2, H1.3, H1.4, H1.5, H1.6 H1.7, H1.9, H2.1, H2.2, H2.3, H3.2, H3.3 | |
| Components | | | | | |
| Making | 10 | 10 | 10 | 10 | 40 |
| Performing | 5 | 15 | | 10 | 30 |
| Critical Study | 10 | | 10 | 10 | 30 |
| Total of HSC mark% | 25 | 25 | 20 | 30 | 100 |

11. 9 – Design & Technology

| | | | |
|-------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: TAS | Stage: 6 | Year: 12 | HSC Units: 2 |
|-------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---|-------------------------------|---|---|------------------------------------|-------------|
| Task Type | Major Design Project Proposal | Innovation and Emerging Technology Case Study | Project Development and Management Report | Trial HSC Examination | |
| Timing | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 10 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | H1.2, H4.1, H5.1, H5.2 | H2.1, H2.2, H3.1, H6.2 | H3.2, H5.1, H6.1 | H1.1, H1.2, H2.1, H2.2, H3.1, H6.2 | |
| Components | | | | | |
| Knowledge and understanding of course content | | 20 | | 20 | 40 |
| Knowledge and skills in designing, managing, producing and evaluating a major design project. | 20 | | 30 | 10 | 60 |
| Total of HSC mark % | 20 | 20 | 30 | 30 | 100 |

Note: The Major Design Project will be due in at a time determined by NESAs. The date for 2024 is Thursday 29th August at 3:00pm. Also see policy on 'Major Projects'.

11. 10 – Economics

| | | | |
|--------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: HSIE | Stage: 6 | Year: 12 | HSC Units: 2 |
|--------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|--|---|--|--|--|--------------------|
| Task Type | Media File and In-class Extended Response | Research Task: Hand in Essay and In-Class Presentation | Hand in Short Answer Questions and In-Class Topic Test | Trial HSC Examination | |
| Syllabus Topic | Economic Issues | Economic Policy and Management | The Global Economy | Economic Issues Economic Policy and Management The Global Economy Australia's Place in the Global Economy | |
| Timing | Term 4, Week 9 | Term 1, Week 11 | Term 2, Week 8 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | H1, H2, H9, H10 | H2, H7, H9, H12 | H1, H4, H10, H11 | H1, H4, H7 H11 | |
| Components | | | | | |
| Knowledge and understanding of course content | 10 | 5 | 10 | 15 | 40 |
| Stimulus-based skills | | 5 | 5 | 10 | 20 |
| Inquiry and research | 10 | 5 | 5 | | 20 |
| Communication of economic information, ideas and issues in appropriate forms | 5 | 5 | 5 | 5 | 20 |
| Total of HSC mark% | 25 | 20 | 25 | 30 | 100 |

11. 11 – English Advanced

| | | | |
|-----------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: English | Stage: 6 | Year: 12 | HSC Units: 2 |
|-----------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|--|----------------------------------|----------------------------|----------------------------|---|--------------------|
| Task Type | Critical Response and Reflection | Comparative Essay | Multimodal Presentation | Trial HSC Examination | |
| Syllabus Topic | Common Module | Module A Module C 15% | Module B | Common Module Module A Module B Module C 10% | |
| Timing | Term 4, Week 9 | Term 1, Week 11 | Term 2, Week 9 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | EA12-1 EA12-7 EA12-9 | EA12-3 EA12-5 EA12-6 | EA12-2 EA12-3 EA12-4 | EA12-1 EA12-3 EA12-4 EA12-8 EA12-9 | |
| Components | | | | | |
| Knowledge and understanding of course content | 10 | 10 | 15 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 15 | 10 | 10 | 50 |
| Total of HSC mark% | 25 | 25 | 25 | 25 | 100 |

11. 12 – English Standard

| | | | |
|-----------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: English | Stage: 6 | Year: 12 | HSC Units: 2 |
|-----------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|--|----------------------------|----------------------------|----------------------------|--|--------------------|
| Task Type | Multimodal Presentation | Creative Writing | Extended Response | Trial HSC Examination | |
| Syllabus Topic | Common Module | Module A Module C 15% | Module B | Common Module Module A Module B Module C 10% | |
| Timing | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 8 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | EN12-2 EN12-4 EN12-9 | EN12-1 EN12-5 EN12-8 | EN12-1 EN12-3 EN12-7 | EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 | |
| Components | | | | | |
| Knowledge and understanding of course content | 10 | 10 | 15 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 15 | 10 | 10 | 50 |
| Total of HSC mark% | 25 | 25 | 25 | 25 | 100 |

11. 13 – English Studies

| | | | |
|-----------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: English | Stage: 6 | Year: 12 | HSC Units: 2 |
|-----------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---|--|---------------------------------------|----------------------------|---|--------------------|
| Task Type | Related Text and Visual Representation | Museum Exhibition and Verbal Response | Soundtrack to my Life | Classwork Portfolio and Reflection | |
| Syllabus Topic | Common Module | Module N | Module L | Common Module Module N Module L Module H | |
| Timing | Term 4, Week 10 | Term 1, Week 9 | Term 2, Week 9 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | ES12-1 ES12-7 ES12-8 ES12-9 | ES12-2 ES12-5 ES12-9 | ES12-3 ES12-6 ES12-7 | ES12-1 ES12-4 ES12-5 ES12-10 | |
| Components | | | | | |
| Knowledge and understanding of course content | 15 | 10 | 10 | 15 | 50 |
| Skills in: -comprehending texts -communicating ideas -using language accurately, appropriately and effectively | 10 | 15 | 10 | 15 | 50 |
| Total of HSC mark% | 25 | 25 | 20 | 30 | 100 |

11. 14 – English EAL/D

| | | | |
|-----------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: English | Stage: 6 | Year: 12 | HSC Units: 2 |
|-----------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|--|--|---|--|---|--------------------|
| Task Type | Reading and Writing task based on unseen material, prescribed text and related text. | Speaking and Listening task using prescribed text (multimodal presentation) | Imaginative, discursive or persuasive writing with written annotations | Trial HSC Examination | |
| Syllabus Topic | Module A | Module B | Focus on Writing | Module A Module B Module C Focus on Writing | |
| Timing | Term 4, Week 8 | Term 1, Week 8 | Term 2, Week 3 | Term 3, Week 2 - 3 | |
| Outcomes assessed | EAL12-1B EAL12-3 EAL12-5 EAL12-7 | EAL12-2 EAL12-6 EAL12-7 EAL12-8 | EAL12-3 EAL12-4 EAL12-5 EAL12-9 | EAL12-1A EAL12-3 EAL12-4 EAL12-5 EAL12-7 EAL12-8 | |
| Components | | | | | |
| Knowledge and understanding of course content | 10 | 15 | 10 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 10 | 15 | 10 | 50 |
| Total of HSC mark% | 25 | 25 | 25 | 25 | 100 |

11. 15 – History Extension

| | | | |
|--------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: HSIE | Stage: 6 | Year: 12 | HSC Units: 1 |
|--------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|------------------------------|--|--------------------|
| Task Type | Historical Processes | History Project | Trial HSC Examination | |
| Syllabus Topic | History Project | History Project | Constructing History: Key Questions & Case Studies | |
| Timing | In 3 parts: Term 2, Week 1 Term 3, Week 1 Term 2, Week 7 | Term 3, Week 1 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | HE12-1 | HE12-2, HE12-3, HE12-4 | HE12-1, HE12-3 | |
| Components | | | | |
| Knowledge and understanding of significant historical ideas and processes | | 10 | 30 | 40 |
| Skills in designing, undertaking, and communicating historical inquiry and analysis | 30 | 30 | | 60 |
| Total of HSC mark% | 30 | 40 | 30 | 100 |

11. 16 – Japanese Beginners

| | | | |
|-------------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Languages | Stage: 6 | Year: 12 | HSC Units: 2 |
|-------------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % | |
|---------------------------|--|--|---|---|--------------------|-----------|
| Task Type | - Response in English to written texts | - Response in English to spoken texts - Composing a written text | - Speech - Response in English to written texts | Trial HSC Examination | | |
| Syllabus Topic | - Family Life and Home - Neighbourhoods and Communities - Education and Work | - Family Life and Home - Neighbourhoods and Communities - Education and Work - Friends, Recreation and Pastimes - Holidays, Travel and Tourism | - Family Life and Home - Neighbourhoods and Communities - Education and Work - Friends, Recreation and Pastimes - Holidays, Travel and Tourism - Future plans and aspiration | - Family Life and Home - Neighbourhoods and Communities - Education and Work - Friends, Recreation and Pastimes - Holidays, Travel and Tourism - Future plans and aspiration | | |
| Timing | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 7 | Term 3, Weeks 2 - 3 | | |
| Outcomes assessed | H2.1, H2.2, H2.3, H2.4, H2.5 | H2.1, H2.2, H2.3, H2.4, H2.5, H3.1, H3.2, H3.3 | H1.1, H1.2, H1.3 | H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H2.4, H2.5, H3.1, H3.2, H3.3 | | |
| Components | | | | | | |
| Speaking | | | 15 | 5 | | 20 |
| Listening | | 20 | | 10 | 30 | |
| Reading | 10 | | 10 | 10 | 30 | |
| Writing | | 15 | | 5 | 20 | |
| Total of HSC mark% | 10 | 35 | 25 | 30 | 100 | |

11. 17 – Japanese Continuers

| | | | |
|-------------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Languages | Stage: 6 | Year: 12 | HSC Units: 2 |
|-------------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---------------------------|---|---|---|---|-------------|
| Task Type | - Response in English to written texts | - Response in English to spoken texts - Composing a written text | - Speech - Response in Japanese to a written text | Trial HSC Examination | |
| Syllabus Topic | - Personal world - Daily life - Leisure | - Personal world - Daily life - Leisure - Future plans - Travelling in Japan - Living in Japan - Cultural life - The world of work | - Personal world - Daily life - Leisure - Future plans - Travelling in Japan - Living in Japan - Cultural life - The world of work | - Personal world - Daily life - Leisure - Future plans - Travelling in Japan - Living in Japan - Cultural life - The world of work - Current issues | |
| Timing | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 7 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | H3.1, H3.2, H3.3, H3.4, H3.5, H3.6 | H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6 | H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3 | H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6 | |
| Components | | | | | |
| Speaking | | | 15 | 5 | 20 |
| Listening | | 20 | | 10 | 30 |
| Reading | 10 | | 10 | 10 | 30 |
| Writing | | 15 | | 5 | 20 |
| Total of HSC mark% | 10 | 35 | 25 | 30 | 100 |

11. 18 – Korean Beginners

| | | | |
|-------------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Languages | Stage: 6 | Year: 12 | HSC Units: 2 |
|-------------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---------------------------|--|--|---|---|--------------------|
| Task Type | - Response in English to written texts | - Response in English to spoken texts - Composing a written text | - Speech - Response in English to written texts | Trial HSC Examination | |
| Syllabus Topic | - Family Life and Home - Neighbourhoods and Communities - Education and Work | - Family Life and Home - Neighbourhoods and Communities - Education and Work - Friends, Recreation and Pastimes - Holidays, Travel and Tourism | - Family Life and Home - Neighbourhoods and Communities - Education and Work - Friends, Recreation and Pastimes - Holidays, Travel and Tourism - Future plans and aspiration | - Family Life and Home - Neighbourhoods and Communities - Education and Work - Friends, Recreation and Pastimes - Holidays, Travel and Tourism - Future plans and aspiration | |
| Timing | Term 4 Week 9 | Term 1 Week 10 | Term 2 Week 7 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | H2.1, H2.2, H2.3, H2.4, H2.5 | H2.1, H2.2, H2.3, H2.4, H2.5, H3.1, H3.2, H3.3 | H1.1, H1.2, H1.3 | H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H2.4, H2.5, H3.1, H3.2, H3.3 | |
| Components | | | | | |
| Speaking | | | 15 | 5 | 20 |
| Listening | | 20 | | 10 | 30 |
| Reading | 10 | | 10 | 10 | 30 |
| Writing | | 15 | | 5 | 20 |
| Total of HSC mark% | 10 | 35 | 25 | 30 | 100 |

11. 19 – Legal Studies

| Key Learning Area: HSIE | | Stage: 6 | | Year: 12 | | HSC Units: 2 | |
|--|---------------------|------------------|------------------|--|-------------|--------------|--|
| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % | | |
| Task Type | In-class Topic Test | Ted-X Task | In-Class Essay | Trial HSC Examination | | | |
| Syllabus Topic | Option: Consumers | Option: Family | Core: Crime | Core: Crime Core: Human Rights Option: Consumers Option: Family | | | |
| Timing | Term 4 Week 7 | Term 1 Week 4 | Term 2 Week 3 | Term 3, Weeks 2 - 3 | | | |
| Outcomes assessed | H1, H3, H8, H9 | H2, H4, H7, H8 | H1, H4, H6, H9 | H1, H8, H9, H10 | | | |
| Components | | | | | | | |
| Knowledge and understanding of course content | 10 | | 10 | 20 | 40 | | |
| Analysis and evaluation | 5 | | 10 | 5 | 20 | | |
| Inquiry and research | | 15 | 5 | | 20 | | |
| Communication of legal information, ideas and issues | 5 | 5 | 5 | 5 | 20 | | |
| Total of HSC mark% | 20 | 20 | 30 | 30 | 100 | | |

11. 20 – Mathematics Extension 1

| | | | |
|---------------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Mathematics | Stage: 6 | Year: 12 | HSC Units: 1 |
|---------------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|--|---|---|---|-----------------------|--------------------|
| Task Type | Seen-Unseen Assessment Task | Learning log and In-class Validation Test | In-Class Topic Test | Trial HSC Examination | |
| Syllabus Topic | ME-P1 Induction and ME-T3 Trigonometric Equations | ME-V1 Vectors | ME-C2 Further Calculus ME-C3 Differential Equations and Volume of solids | All Topics | |
| Timing | Term 4, Week 8 | Term 1, Week 8 | Term 2, Week 7 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | ME12-1, ME12-3, ME12-7 | ME-12-2 ME 12-7 | ME12-4, ME12-7 | All Outcomes | |
| Components | | | | | |
| Understanding, Fluency and Communication | 10 | 15 | 10 | 15 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 15 | 10 | 15 | 50 |
| Total of HSC mark% | 20 | 30 | 20 | 30 | 100 |

11. 21 – Mathematics Extension 2

| | | | |
|---------------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Mathematics | Stage: 6 | Year: 12 | HSC Units: 2 |
|---------------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|--|--|--|--|--|--------------------|
| Task Type | In-class Assessment and Summary Sheet | Proofs Investigative Task and Validation Test | In-class Topic Test | Trial HSC Examination | |
| Syllabus Topic | MEX-N1 Complex Numbers and MEX-N2 Applications of Complex Numbers | MEX-P1 The Nature of Proof MEX-P2 Further Proof by Mathematical Induction | MEX-V1 3D Vectors and MEX-C1 Further Calculus, including Differential Equations | ALL TOPICS Complex Numbers & Applications Proofs Further Calculus, including Differential Equations MEX-M1 Mechanics | |
| Timing | Term 4 Week 8 | Term 1 Week 9 | Term 2 Week 7 | Term 3 Week 2 - 3 | |
| Outcomes assessed | 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 | |
| Components | | | | | |
| Understanding, fluency and communication | 10 | 15 | 10 | 15 | 50 |
| Problem-solving, reasoning and justification | 10 | 15 | 10 | 15 | 50 |
| Total of HSC mark% | 20 | 30 | 20 | 30 | 100 |

11. 22 – Mathematics Advanced

| | | | |
|---------------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Mathematics | Stage: 6 | Year: 12 | HSC Units: 2 |
|---------------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|--|---|---|---|-----------------------|--------------------|
| Task Type | Investigative Bivariate data analysis and Validation test | In-class Topic Test | In-Class Topic Test | Trial HSC Examination | |
| Syllabus Topic | MA-S2 Statistical Analysis - Discrete | MA-F2 Functions MA-T3 Trigonometric Functions MA-C2-3 Differential Calculus | MA-C4 Integral Calculus MA-M1 Sequence and Series MA-S3 Statistical Analysis - Continuous | All topics | |
| Timing | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 7 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | MA12-8 MA12-9 MA12-10 | MA12-1 MA12-3 MA12-5 MA12-6 | MA12-2 MA12-3 MA12-4 MA12-7 | All Outcomes | |
| Components | | | | | |
| Understanding, Fluency and Communication | 10 | 15 | 10 | 15 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 10 | 15 | 15 | 50 |
| Total of HSC mark% | 20 | 25 | 25 | 30 | 100 |

11. 23 – Mathematics Standard 1

| Key Learning Area: Mathematics | | Stage: 6 | Year: 12 | HSC Units: 2 | |
|--|---|---|--|--|-------------|
| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
| Task Type | Measurement Project | Networks Project | In- class Topic Test with Summary Sheet | Trial HSC Examination | |
| Syllabus Topic | <ul style="list-style-type: none"> Scale Drawing Rates. | <ul style="list-style-type: none"> Networks and Paths. | <ul style="list-style-type: none"> Investments Simultaneous Linear Equations Further Statistical Analysis | <ul style="list-style-type: none"> Right-angled Triangles Depreciation and Loans Graphs of practical situations Scale Drawing Rates. Networks and Paths. Investments Simultaneous Linear Equations Further Statistical Analysis | |
| Timing | Term 4, Week 8 | Term 1, Week 6 | Term 2, Week 7 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | MS-M3 MS-M4 MS-M5 | MS-N1 | MS-A3.1 MS-F2 MS-S3 | All Outcomes | |
| Components | | | | | |
| Understanding, fluency, and communication | 10 | 12.5 | 12.5 | 15 | 50 |
| Problem solving, reasoning and justification | 10 | 12.5 | 12.5 | 15 | 50 |
| Total of HSC mark% | 20 | 25 | 25 | 30 | 100 |

11. 24 – Mathematics Standard 2

| | | | |
|---------------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Mathematics | Stage: 6 | Year: 12 | HSC Units: 2 |
|---------------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|--|--|---|--|------------------------|--------------------|
| Task Type | Seen – Unseen In-class Test | In-class Test with Networks Learning log | In-class Test with Learning Log | Trial HSC Examination | |
| Syllabus Topic | MS-M7 Rates and Ratios MS-M6 Non-Right Angle Trigonometry | MS-F4 Investments and Loans MS-N2 Network Concepts | MS-A4.1 Simultaneous Equations MS-S4 Bivariate Data Analysis MS-F5 Annuities | All topics | |
| Timing | Term 4, Week 8 | Term 1, Week 8 | Term 2, Week 8 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10 | MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10 | MS2-12-1, MS2-12-2, MS2-12-6, MS2-12-7 MS2-12-9, MS2-12-10 | All outcomes | |
| Components | | | | | |
| Understanding, fluency and communication | 10 | 10 | 15 | 15 | 50 |
| Problem-solving, reasoning and justification | 10 | 15 | 10 | 15 | 50 |
| Total of HSC mark% | 20 | 25 | 25 | 30 | 100 |

11. 25 – Modern History

| | | | |
|--------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: HSIE | Stage: 6 | Year: 12 | HSC Units: 2 |
|--------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---|---|--|--------------------------------|---|--------------------|
| Task Type | Source Research and Presentation | Historical Analysis and Annotated Bibliography | In-class Essay | HSC Trial | |
| Syllabus Topic | Core: Power and Authority in the Modern World | Option: Russia and the Soviet Union 1917-1941 | Option: The Cold War 1945-1991 | Core: Power and Authority in the Modern World Option: The Cold War 1945-1991 Option: Russia and the Soviet Union 1917-1941 Option: Apartheid in South Africa 1960-1994 | |
| Timing | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 8 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | MH12-4, MH12-6, MH12-9 | MH12-3, MH12-5, MH12-7, MH12-8, MH12-9 | MH12-5, MH12-8, MH12-9 | MH12-1, MH12-2, MH12-5, MH12-6, MH12-9 | |
| Components | | | | | |
| Knowledge and understanding of course content | 5 | 5 | 10 | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | | 10 | 5 | 20 |
| Historical inquiry and research | 5 | 10 | 5 | | 20 |
| Communication of historical understanding in appropriate forms | 5 | 10 | | 5 | 20 |
| Total of HSC mark% | 20 | 25 | 25 | 30 | 100 |

11. 26 – Music

| | | | |
|-----------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Music 1 | Stage: 6 | Year: 12 | HSC Units: 2 |
|-----------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---------------------------|--------------------------------|---------------------------------|--------------------------|--|-------------|
| Task Type | Elective 1 and Core Musicology | Core performance and Elective 2 | Core Composition | Trial HSC Examination | |
| Syllabus Topic | Individual Topic Choice* | Individual Topic Choice* | Individual Topic Choice* | Core: Aural Examination Core Performance Elective 3 | |
| Timing | Term 4 Week 9 -10 | Term 1 Week 9 - 10 | Term 2 Week 9 - 10 | Term 3 Week 2 - 3 | |
| Outcomes assessed | H2, H4, H6, H10 | H1, H7, H8, H9, | H3, H7, H5, H8 | H2, H4, H8, H11 | |
| Components | | | | | |
| Core Performance | | | | 10 | 10 |
| Composition | | | 10 | | 10 |
| Musicology | 10 | | | | 10 |
| Aural | | 15 | | 10 | 25 |
| Electives | 15 | 20 | | 10 | 45 |
| Total of HSC mark% | 25 | 35 | 10 | 30 | 100 |

***Students can choose from the following topics:**

An instrument and its repertoire; Australian music; Baroque music; Jazz Medieval music; Methods of notating music; Music and religion; Music and the related arts; Music for large ensembles; Music for radio, film, television and multimedia; Music for small ensembles; Music in education; Music of a culture (HSC course); Music of the 18th century; Music of the 19th century; Music of the 20th and 21st centuries; Popular music; Renaissance music; Rock music; Technology and its influence on music; Theatre music.

11. 27 – PDHPE

| | | | |
|---------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: PDHPE | Stage: 6 | Year: 12 | HSC Units: 2 |
|---------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|--|---------------------------------------|--------------------------------------|---|--|--------------------|
| Task Type | In class written response | In class Written response to stimuli | Written research report | Trial HSC Examination | |
| Syllabus Topic | CORE 1 Health priorities in Australia | CORE 2 Factors affecting performance | OPTIONS Sports Medicine & Improving performance | CORE 1 CORE 2 OPTION 1 OPTION 2 | |
| Timing | Term 4, Week 8 | Term 1, Week 9 | Term 2, Week 7 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | H1, H2, H3, H4, H5, H15 | H7, H8, H9, H11 | H8, H10, H13, H16, H17 | All outcomes | |
| Components | | | | | |
| Knowledge and understanding of course content | 10 | 10 | | 30 | 50 |
| Analysis and evaluation | 5 | 10 | 5 | | 20 |
| Inquiry and research | | 5 | 10 | | 15 |
| Communication of information, ideas and issues | 10 | | 5 | | 15 |
| Total of HSC mark% | 25 | 25 | 20 | 30 | 100 |

11. 28 – Physics

| | | | |
|-----------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Science | Stage: 6 | Year: 12 | HSC Units: 2 |
|-----------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 4 | Weighting % |
|---|---|---|--|--------------------|
| Task Type | Skills Task | Depth Study | Trial HSC Examination | |
| Syllabus Topic | Advanced Mechanics | Electromagnetism | Advanced mechanics, Electromagnetism, the nature of light, from the universe to the atom | |
| Timing | Term 4, Week 7 | Term 1, Week 10 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | PH12-2, PH12-3, PH12-5, PH12-6, PH12-12 | PH12-1, PH12-4, PH12-5, PH12-7, PH12-13 | All outcomes | |
| Components | | | | |
| Skills in Working Scientifically | 20 | 25 | 15 | 60 |
| Knowledge and understanding of course content | 10 | 15 | 15 | 40 |
| Total of HSC mark% | 30 | 40 | 30 | 100 |

11. 29 – Science Extension

| | | | |
|-----------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Science | Stage: 6 | Year: 12 | HSC Units: 1 |
|-----------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|---|---|--------------------|
| Task Type | Poster and Oral Presentation of Research Proposal | Statistical Case Study | Scientific Research Report | |
| Syllabus Topic | Module 1 – The foundation of Scientific thinking Module 2 – The scientific Research Proposal | Module 3 – The Data, Evidence and Decisions | Module 4 – The Scientific Research Report | |
| Timing | Term 1, Week 6 | Term 2, Week 6 | Term 3, Week 7 | |
| Outcomes assessed | SE-1, SE-3, SE-6, SE-7 | SE-4, SE-5, SE-7 | SE-1, SE-3, SE-4, SE-5, SE-6, SE-7 | |
| Components | | | | |
| Communicating scientifically | 15 | 5 | 10 | 30 |
| Gathering, recording, analysing and evaluating data | 5 | 15 | 10 | 30 |
| Application of Scientific Research Skills | 10 | 10 | 20 | 40 |
| Total of HSC mark% | 30 | 30 | 40 | 100 |

11. 30 – Senior Geography

| | | | |
|--------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: HSIE | Stage: 6 | Year: 12 | HSC Units: 2 |
|--------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|--|--------------------------------------|---------------------|------------------------------|--|--------------------|
| Task Type | Extended Response and Stimulus Sheet | Topic Test | Extended Response | HSC Trial Examination | |
| Syllabus Topic | Ecosystems at Risk | Urban Places Skills | People and Economic Activity | Ecosystems at Risk Urban Places People and Economic Activity Skills | |
| Timing | Term 4 Week 7 | Term 1 Week 10 | Term 2 Week 9 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | H2, H8, H9, H10, H13 | H3, H11, H12 | H4, H7, H10, H12 | H1, H5, H6, H10, H11, H12 | |
| Components | | | | | |
| Knowledge and understanding of course content | 10 | 10 | 10 | 10 | 40 |
| Geographical tools and skills | | 10 | | 10 | 20 |
| Geographical inquiry and research, including fieldwork | 10 | 5 | 5 | | 20 |
| Communication of geographical information, ideas and issues in appropriate forms | 5 | | 5 | 10 | 20 |
| Total of HSC mark% | 25 | 25 | 20 | 30 | 100 |

11. 31 – Society & Culture

| | | | |
|--------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: HSIE | Stage: 6 | Year: 12 | HSC Units: 2 |
|--------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---|---|-----------------------------|---|---|--------------------|
| Task Type | In-class Oral presentation and written submission | Take-home Essay | In-class response: Evaluation of research methods | Trial HSC Examination | |
| Syllabus Topic | Personal Interest Project | Core: Continuity and Change | Personal Interest Project | Core: Continuity & Change Option: Popular Culture Option: Inclusion and Exclusion | |
| Timing | Term 4, Week 8 | Term 1, Week 11 | Term 2, Week 6 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | H7, H9, H10 | H5, H9, H10 | H6, H7, H8, H9 | H1, H8, H9, H10 | |
| Components | | | | | |
| Knowledge and understanding of course content | 5 | 25 | | 20 | 50 |
| Application and evaluation of social and cultural research methods | 10 | | 20 | | 30 |
| Communication of information, ideas and issues in appropriate forms | 5 | 5 | 10 | | 20 |
| Total of HSC mark% | 20 | 30 | 30 | 20 | 100 |

11. 32 – Software Design & Development

| | | | |
|-------------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Computing | Stage: 6 | Year: 12 | HSC Units: 2 |
|-------------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|--|--------------------|------------------------|------------------------------|-----------------------|--------------------|
| Task Type | Research Task | In-class topic Test | Software Development Project | Trial HSC Examination | |
| Syllabus Topic | Software Trends | 9.2.1 9.2.2 | 9.1, 9.2, 9.3 | All topics | |
| Timing | Term 4, Week 9 | Term 1, Week 8 | Term 2, Week 8 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | H1, H2, H3, H4, H5 | H1, H2, H3, H4, H5, H6 | H1, H3, H4, H5, H6 | All outcomes | |
| Components | | | | | |
| Knowledge and understanding of course content | 10 | 15 | 10 | 15 | 50 |
| Knowledge and skills in the design and development of software solutions | 10 | 10 | 15 | 15 | 50 |
| Total of HSC mark% | 20 | 25 | 25 | 30 | 100 |

11. 33 – Sport Lifestyle & Recreation

| | | | |
|---------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: PDHPE | Stage: 6 | Year: 12 | HSC Units: 2 |
|---------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting% |
|--|-------------------------|-------------------|-------------------------|--|-------------------|
| Task Type | Practical Application | Written Report | Written Report | Practical application and written report | |
| Syllabus Topic | Games and Sport II | Healthy Lifestyle | Resistance Training | Sports Administration | |
| Timing | Term 4, Week 8 | Term 1, Week 8 | Term 2, Week 6 | Term 3, Week 7 - 8 | |
| Outcomes assessed | 1.1, 1.3, 2.1, 3.1, 3.2 | 1.5, 2.3, 4, 3.5 | 2.3, 2.5, 3.2, 3.3, 4.4 | 1.6, 2.4, 3.2, 4.2, 4.5 | |
| Components | | | | | |
| Knowledge and understanding of course content | 10 | 10 | 5 | 5 | 30 |
| Analysis and evaluation | 5 | 5 | 5 | | 15 |
| Inquiry and research | | 5 | 10 | 10 | 25 |
| Communication of information, ideas and issues | 10 | 5 | 5 | 10 | 30 |
| Total of HSC mark% | 25 | 25 | 25 | 25 | 100 |

11. 34 – Visual Arts

| | | | |
|---------------------------------------|-----------------|-----------------|---------------------|
| Key Learning Area: Visual Arts | Stage: 6 | Year: 12 | HSC Units: 2 |
|---------------------------------------|-----------------|-----------------|---------------------|

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Weighting% |
|-------------------------------|-------------------------|--|-----------------------|---|-------------------|
| Task Type | Research Task | In-class Project and Written Research Task | In-class Written Task | Trial HSC Examination | |
| Syllabus Topic | Artist Practice in VAPD | Body of Work Progression | Case Study | Body of Work Criticism in Art History | |
| Timing | Term 4, Week 9 -10 | Term 1, Week 9 - 10 | Term 2, Week 9 - 10 | Term 3, Weeks 2 - 3 | |
| Outcomes assessed | H1, H2, H4, H3 | H4, H5, H6 | H7, H8, H9, H10 | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 | |
| Components | | | | | |
| Art Criticism and Art History | 10 | 10 | 15 | 15 | 50 |
| Art Making | 10 | 15 | | 25 | 50 |
| Total of HSC mark% | 20 | 25 | 15 | 40 | 100 |

12. HSC VET Assessment Schedules

12.1 – VET Business Services



Education

Business Services Assessment Schedule HSC RTO- Department of Education - 90333, 90222, 90072, 90162
 Qualification: BSB30120 Certificate III in Business
 Cohort 2023 2024 Training Package BSB Business Services Training Package (version 8)

School Name: Marsden High School

Assessment Schedule Year 12 - 2024

| Assessment Tasks for Certificate III in Business BSB30120 | | Task 4 | Task 5 | Task 6 | Task 7 | HSC Trial Exam |
|--|--|--------------------------------|---------------------------|--------------------|---------------------|------------------------------------|
| | | Wellbeing | Mastering document design | Sharing is caring | Thinking critically | |
| Assessment due | | Week: Week 9 Term: 4 (2023) | Week: 7 Term: 1 | Week: 8 Term: 2 | Week: 7 Term: 3 | Week: 1-2 Term: 3 |
| Code | Unit of Competency | | | | | HSC Examinable Units of Competency |
| BSBPEF201 | Support personal wellbeing in the workplace | X | | | | |
| BSBPEF301 | Organise personal work priorities | | X | | | |
| BSBTEC301 | Design and produce business documents | | X | | | |
| BSBSUS211 | Participate in sustainable work practices | | | X | | |
| BSBTWK301 | Use inclusive work practices | | | X | | |
| BSBTEC303 | Create electronic presentations | | | X | | |
| BSBCRT311 | Apply critical thinking skills in a team environment | | | | X | |
| BSBOPS301 | Maintain business resources | | | | X | |

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

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

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

12.2 – VET Hospitality



Education

Hospitality
 Qualification: SIT20322 Certificate II in Hospitality
 Cohort 2023 - 2024
 Training Package SIT Tourism, Travel and Hospitality (version2.1)

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

School Name: Marsden High School

Assessment Schedule Year 12 – 2024

| Assessment Tasks for SIT20322 Certificate II in Hospitality | | Task 2 | Task 3 | Task 4 | ½ yearly Exam** | Trial Exam** |
|---|--|-------------------------------------|-----------------------------------|-----------------------------------|---------------------------|--|
| Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | Week 10 Term 4 Date: 12/12/23 | Week 8 Term 2 Date: 21/6/24 | Week 6 Term 3 Date: 30/8/24 | Week N/A Term Date: | Week 2 & 3 Term 3 Date: 22/7/24 – 9/8/24 |
| Code | Unit of Competency | | | | | |
| SITHIND006 | Source and use information on the hospitality industry | X | | | | |
| SITHFAB024 | Prepare and serve non-alcoholic beverages | | X | | | |
| SITHFAB025 | Prepare and serve espresso coffee | | X | | | |
| SITHFAB027 | Serve food and beverages | | X | | | |
| BSBTWK201 | Work effectively with others | | | X | | |
| SITHIND007 | Use hospitality skills effectively | | | X | | |

Depending on the achievement of units of competency, the possible qualification outcome is **SIT20322 Certificate II in Hospitality**

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

* Selected units only to be confirmed by your teacher.

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

12.3 – VET Retail



Macquarie Park RTO 90222

School Name: Marsden High School

Student Competency Assessment Schedule

COURSE: HSC Retail Services

2024

| Assessment Tasks for Certificate III in Retail SIR30216 | | Cluster D | Cluster E | Cluster F | Cluster G | Trial HSC Exam | |
|--|---|--|--------------------------------------|---|--|------------------------------------|--|
| Date Due: | | Working in the Industry Week: 8 Term: 4 2023 | Handling Stock Week: 8 Term: 1 | Merchandising to Sell Week: 8 Term: 2 | Sales and Security Week: 7 Term: 3 | Week: 2 Term: 3 | |
| Code | Unit of Competency | | | | | HSC Examinable Units of Competency | |
| SIRXIND001 | Work effectively in a service environment | X | | | | | |
| SIRXIND002 | Organise and maintain a store environment | X | | | | | |
| SIRRINV001 | Receive and handle retail stock | | X | | | | |
| SIRRINV002 | Control stock | | X | | | | |
| SIRRMER001 | Produce visual merchandise displays | | | X | | | |
| SIRXPDK001 | Advise on products and services | | | X | | | |
| SIRXRSK001 | Identify and respond to security risks | | | | X | | |
| SIRXSLS001 | Sell to the retail customer | | | | X | | |
| SIRXSLS002 | Follow point-of-sale procedures | | | | X | | |

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

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

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

SIR30216 Retail HSC Assessment Schedule August 2023

13. Year 12 2024 Assessment Calendar

Year 12 Assessment Calendar

| Term 4, 2023 | |
|--------------|---|
| Week | Course |
| Week 1 | |
| Week 2 | |
| Week 3 | |
| Week 4 | |
| Week 5 | |
| Week 6 | |
| Week 7 | Legal Studies Senior Geography Physics |
| Week 8 | Ancient History English EAL/D Mathematics Extension 1 Mathematics Extension 2 Mathematics Standard 1 Mathematics Standard 2 Society and Culture VET Retail Services |
| Week 9 | Business Studies Design & Technology Economics English Advanced English Standard Japanese Beginners Japanese Continuers Korean Beginners Mathematics Advanced Modern History Music PDHPE Sport, Lifestyle and Recreation Software Design & Development VET Business Services Visual Arts |
| Week 10 | Biology Chemistry Community & Family Studies Dance Drama English Studies Music Science Extension Visual Arts VET Hospitality |

Year 12 Assessment Calendar

| Term 1, 2024 | |
|---------------------|---|
| Week | Course |
| Week 1 | |
| Week 2 | |
| Week 3 | |
| Week 4 | Legal Studies |
| Week 5 | |
| Week 6 | Dance Drama Mathematics Standard 1 Science Ext |
| Week 7 | VET Business Services |
| Week 8 | Community & Family Studies English EAL/D Mathematics Extension 1 Mathematics Standard 2 Software Design & Development Sport, Lifestyle and Recreation VET Retail Services |
| Week 9 | Ancient History Economics English Standard English Studies Mathematics Extension 2 Mathematics Advanced Modern History Music PDHPE Visual Arts |
| Week 10 | Chemistry Chinese and Literature Design and Technology Drama Japanese Beginners Japanese Continuers Korean Beginners Music Physics Senior Geography Visual Arts |
| Week 11 | Business Studies Chinese and Literature Design & Technology English Advanced Society & Culture |

Year 12 Assessment Calendar

| Term 2, 2024 | |
|---------------------|---|
| Week | Course |
| Week 1 | History Ext |
| Week 2 | |
| Week 3 | Chinese and Literature English EAL/D Legal Studies |
| Week 4 | |
| Week 5 | Ancient History |
| Week 6 | Science Ext Society & Culture |
| Week 7 | Chemistry History Ext Japanese Beginners Japanese Continuers Korean Beginners Mathematics Advanced Mathematics Extension 1 Mathematics Extension 2 Mathematics Standard 1 PDHPE Sport, Lifestyle and Recreation |
| Week 8 | Biology Chinese and Literature Community & Family Studies Economics English Standard Mathematics Standard 2 Mathematics Ext 2 Modern History Software Design & Development VET Business Services VET Hospitality VET Retail Services |
| Week 9 | Business Studies English Advanced English Studies Music Senior Geography Visual Arts |
| Week 10 | Dance Design and Technology Drama Music Science Extension Visual Arts |

Year 12 Assessment Calendar

| Term 3 2024 | |
|--------------------|---|
| Week | Course |
| Week 1 | History Ext Visual Arts |
| Week 2 | HSC Trials English Studies |
| Week 3 | HSC Trials English Studies |
| Week 4 | |
| Week 5 | Sport, Lifestyle and Recreation |
| Week 6 | VET Hospitality |
| Week 7 | Science Ext VET Business Services VET Retail Services |
| Week 8 | Chinese and Literature Software Design and Development |
| Week 9 | |
| Week 10 | |

14. Illness & Misadventure Application



MARSDEN HIGH SCHOOL Illness/Misadventure Application

This form must be used for all Illness/Misadventure Applications.

Applications to be handed to the Stage 6 assessment co-ordinator, Ms Van Der Kley, no later than 2 school days after the task.

| | |
|---|--|
| Student Name: _____ | Date: _____ |
| Course: _____ | HSC or Prelim |
| Date of Task: _____ | Task attempted: (circle one) Yes/No |
| Name of Task: _____ | |
| Teacher's Name: _____ | |
| What is the reason for this application? | |
| <input type="checkbox"/> Misadventure (complete form A) | |
| <input type="checkbox"/> Illness (complete form B) | |

Student statement outlining details of impact on performance: (Describe how illness or unforeseen misadventure affected your performance or prevented your attendance)

- Supporting evidence attached. (e.g. MHS Doctors Certificate) (circle one) Yes/No
- Did you have Disability Provisions? Yes/No
- Did you notify Marsden High School on the day that you missed the task? Yes/No

Head Teacher Signature _____ Date: _____
(HT no later than 2 school days after the task)

Assessment Coordinator Signature _____ Date: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Entered on Sentral

Original to: Student File in Front Office



MARSDEN HIGH SCHOOL

Form A - Other Evidence of Misadventure

This form should be completed by a student who has experienced an unexpected circumstance that has led to absence from an assessment or believes that circumstances immediately prior or during examination have led to a diminished result. E.g. Death in the family.

| | |
|--|--|
| Student name: | |
| Date of misadventure: | |
| <p>Please describe in your own words, the misadventure that has been experienced. Include as much detail about the circumstances, answering the questions: what, where, how, and why the event or situation (as per prompts below) has affected their assessment performance or ability to complete.</p> | |
| What happened? | |
| Where and when did it occur? | |
| How did this impact your ability to complete the task? | |
| Student's Signature: | |
| Parent's signature: | |



MARSDEN HIGH SCHOOL Form B – Medical Certificate

This side of the form can be used to support Illness/Misadventure Applications.

To be completed by a health professional or other professional who is not related to you

The school requires a student to notify their doctor that they are using this medical certificate to claim illness or misadventure for a scheduled assessment task or requesting time off school immediately before an assessment task. If your stamp, including provider number, is not used on this certificate, your practice may be contacted to verify its validity.

Doctor's Name/Stamp: _____ **Date:** _____

Address: _____

I, _____ a legally qualified medical practitioner certify that on the above date, I examined _____

(Patient's Name)

The patient is suffering from: _____
The patient is suffering from a medical condition of a confidential nature.
(Diagnosis provided with patient's consent where possible)

In my opinion this condition will affect the completion of the following: (please tick)

| | In a minor way | Moderately | Severely |
|-----------------------|----------------|------------|----------|
| Class attendance | | | |
| Written Assignments | | | |
| Practical Assignments | | | |
| Private Study | | | |

For the period/...../20..... to/...../20.....

Examinations: I certify that the student is medically unfit to sit for examination/s on:

Other remarks:

Signature of Medical Practitioner:

Place Stamp here