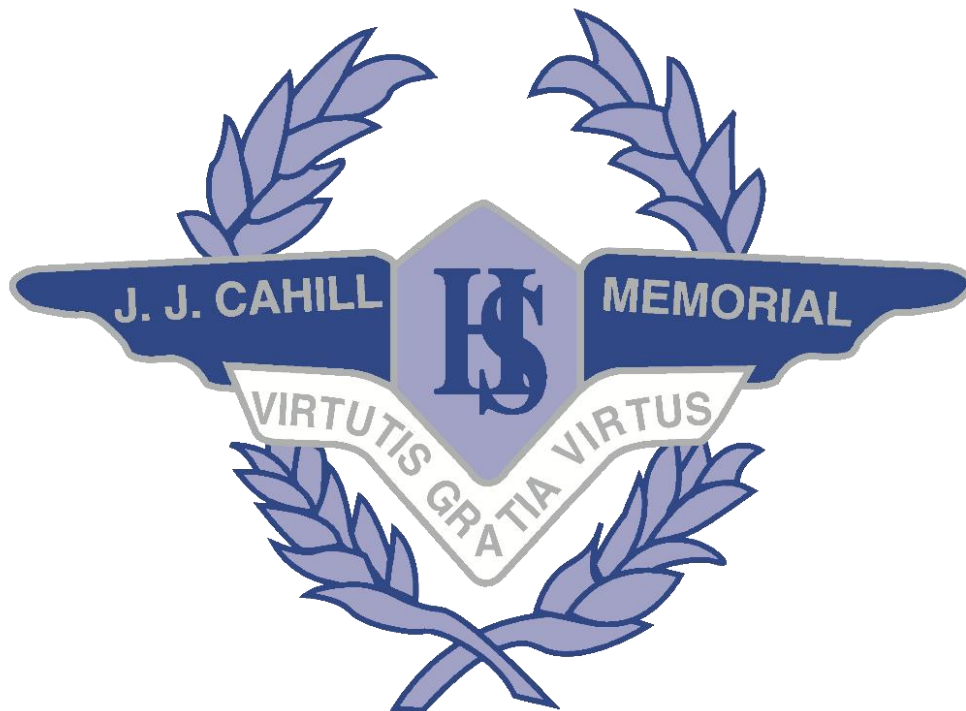




JJ Cahill Memorial High School

Assessment Booklet Higher School Certificate 2026

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Sutherland Street, Mascot NSW 2020

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HONOUR EXCELLENCE RESPONSIBILITY OPPORTUNITY

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Assessment Policies and Procedures – Record of School Achievement (RoSA) and HSC

This information is for HSC students at JJ Cahill Memorial High School and their parents and should be read in conjunction with the HSC Rules and Procedures. We advise students to discuss this information with their parents and contact the school if they have any questions or concerns. This is an important document that students and parents will need to refer to throughout the year.

WHAT AM I WORKING TOWARDS AND HOW DO I QUALIFY FOR IT?

The Higher School Certificate (HSC):

The Higher School Certificate (HSC) testamur is awarded to students who have fulfilled all eligibility requirements for the HSC.

To gain an HSC, students must have completed a minimum of 12 units of Preliminary courses and 10 units of HSC courses. All courses in the HSC have a unit value. Most courses are 2 units. An extension course is 1 unit. Students must also meet minimum literacy and numeracy standards as determined by NESA.



The HSC Record of Achievement:

Year	Course	Examination Mark	Assessment Mark	Final Mark	Performance Band
2018	Business Studies (2 unit)	65	65	65	B
2018	English (2 unit)	65	65	65	B
2018	Mathematics (2 unit)	65	65	65	B
2018	Physical Education (2 unit)	65	65	65	B

Year	Course	Result
2017	Business Studies (2 unit)	A
2017	English (2 unit)	A
2017	Mathematics (2 unit)	A
2017	Physical Education (2 unit)	A

The Preliminary and HSC Record of Achievement is issued to students who have satisfactorily completed any HSC Course. The Record of School Achievement (RoSA) shows the examination mark, assessment mark, HSC mark and performance band for each HSC Course.

Australian Qualifications Framework (AQF) Vocational Education and Training Certificate (VET):

A certificate is awarded to students in VET courses who successfully complete all requirements for an AQF VET Certificate.

Life Skills Profile of Student Achievement:

Where students satisfactorily complete a Life Skills course, the course is listed on the Record of Achievement with the annotation 'Refer to Profile of Student Achievement'. The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved.

Year	Course	Examination Mark	Assessment Mark	Final Mark	Performance Band
2018	Business Studies (2 unit)	65	65	65	B
2018	English (2 unit)	65	65	65	B
2018	Mathematics (2 unit)	65	65	65	B
2018	Physical Education (2 unit)	65	65	65	B

Year	Course	Result
2017	Business Studies (2 unit)	A
2017	English (2 unit)	A
2017	Mathematics (2 unit)	A
2017	Physical Education (2 unit)	A

The Australian Tertiary Admissions Rank (ATAR):

This is only relevant to students who wish to Access University to continue studying. The ATAR is managed by the University Admissions Centre (UAC) and more information can be found at <http://www.uac.edu.au/>

Assessment Policies and Procedures – Record of School Achievement (RoSA) and HSC

The requirements for the ATAR are determined by the universities. A candidate's ATAR is calculated from the scaled aggregate of the marks in the best 10 units in Board Developed Courses, subject to the following restrictions:

Both Year 11 and Year 12 pattern of study must include:

- at least two units of English must be included;
- at least 6 units of Board Developed Courses;
- at least 3 courses of 2 unit value or greater;
- at least 4 subjects (including English)
- A maximum of 6 units of Science may be included in the Year 11 pattern of study.
- Students must sit the HSC examination for ATAR eligibility.

HSC Eligibility:

To be eligible for the HSC a student must:

- have gained the Year 10 Record of School Achievement (RoSA) or another satisfactory qualification; and gained Year 11 Preliminary HSC RoSA.
- have attended a government or accredited non-government school;
- have completed HSC: All My Own Work, unless only studying Life Skills courses;
- have satisfactorily completed courses which comprise the pattern of study required by NESA;
- meet the minimum requirement of submitting assessment tasks amounting to more than 50% of the total mark in any course and;
- sit for and make a serious attempt at the HSC examinations, as determined by NESA.

What is meant by satisfactory completion of a course?

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 met the course completion criteria. These are that a student has:

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

For courses that include school assessment marks and NESA stipulates, students must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter of the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

Should a student not satisfy the outcomes or not demonstrate a genuine attempt in 50% of assessment tasks, they will not have satisfied minimum NESA course requirements and be issued with an N-Determination for that course.

'N' Determination:

If a student fails to comply with NESA's requirements for the Higher School Certificate Course, he/she will receive an 'N' Determination. In some cases, this will mean that the student will be ineligible for the award of the Higher School Certificate.

What role does attendance play in satisfactory completion of a course?

It is essential that students attend all classes unless they have a valid reason (Please refer to Illness/Misadventure). Absence alone is not sufficient grounds to deem a student as unsatisfactory in completing a course. However, absence can have an impact on students' ability to satisfy the criteria listed above. Therefore, principals may determine that, as a result of absence, satisfactory completion of a course cannot be met. Students will be given early warning of the impact of absences on the completion of course requirements and the consequences of this. This warning will be given in the form of an N-Warning Determination letter indicating the course work that needs to be completed.

COURSE ASSESSMENT

Course Work:

Students will complete tasks and participate in a range of learning experiences as part of their learning. These tasks are important and provide opportunities for students to develop skills and understanding of course content. They also provide valuable opportunities for teachers to provide feedback.

Participation in learning experiences enable students to meet the course completion criteria. Students' performances on all tasks will assist in determining the extent to which they have achieved the outcomes of the course and the level of achievement determined on the school report, although results of these tasks will not be submitted to NESA.

What will happen if you do not complete the course work?

First, a formal N Determination warning letter will be sent, outlining work that is to be completed and a due date. On receipt of this letter, the student must return the signed letter receipt. Students are responsible for completing the required work by the date on the warning letter. If students fail to meet the expectations outlined in this warning letter, further warning letters and/or interviews will be undertaken.

If after these warnings there is still no improvement, the Principal will conduct an interview with the student and his/her parent(s)/guardian where the 'N' Determination will be formally communicated.

VET Mandatory Work Placements:

To satisfactorily complete VET courses, students **must** also complete 35 hours of work placement in both the Preliminary and HSC courses. Failure to satisfactorily complete these requirements will result in an 'N' Determination for the particular VET course, following NESA N Determination guidelines.

Formal Assessment Tasks:

Students will be given a number of formal assessment tasks to complete for each subject in line with NESA guidelines. These assessment tasks will be posted on each subjects Google Classroom. Students are expected to answer yes to the question to confirm they have received the assessment notification. Students are also required to upload an **Academic Integrity Form** when they submit an assessment task in the Google Classroom.

The tasks have been allocated marks or weightings and assess the major areas of a course. The results of each task will be used to inform students of their levels of achievement of course outcomes and their rank positions relative to other students in the same course. These totalled marks for each student will be submitted to NESA as the school assessment marks.

Assessment Task Notifications:

Students will be given a minimum two weeks' notice of a formal task. Staff will endeavour to ensure that students are not over-burdened at any one time. Assessment tasks will be scheduled for period 1, wherever possible, or alternate periods when a task requires a double period. Any variation to this needs to be submitted by the Head Teacher and approved by the Principal

In an assessment task notification, students should be informed about the following:

1. the scope of the task eg *Arab-Israeli Conflict*, 'Modern History'
2. the form the assessment task will take eg *test, class essay, oral presentation*
3. the proposed timing and duration of the task eg *Friday August 17, periods 3 and 4*
4. the weight of the task eg *20%*
5. the marking criteria

Each assessment task will be weighted according to guidelines outlined for each course in their syllabus.

What are your responsibilities when it comes to assessment tasks?

Students should read carefully the course assessment schedule and individual assessment notifications for each course being studied.

These schedules and notifications will provide the following:

- a) the number and nature of the tasks for the course;
- b) the value of each task in comparison to the whole course;
- c) any special requirements for each of the tasks.

It is a student's responsibility to be aware of all of the above. If a student is absent when an assessment task notification is issued, it is the student's responsibility to obtain a copy of the assessment task notification on their return to school. Additional time will be granted in the case of Illness/Misadventure if the process outlined in this booklet is followed.

Assessment Task Submission:

Where tasks are attempted at school, the student is responsible for handing the task to the teacher conducting the task.

When a task is completed at home the task must be handed to the teacher conducting the task **before 8:50am** on the due date, accompanied with the **Academic Integrity Form** unless other submission requirements are outlined on the assessment notification, and a receipt will be issued. If the teacher is absent the task is to be handed to the Head Teacher or delegate. Students should not simply leave the task at the office or on the teachers' desk in the staffroom or the classroom.

On the day that an assessment task is due students **must** attend school for the whole day and be present in all timetabled classes. **Failing to attend classes** and just turning up to school to sit an 'in-class' task, or to submit an assessment task due on that day, or if submitted after **8:50am** can be seen as an unfair advantage therefore, an **N determination Warning Letter will be issued and a zero mark will be awarded**.

Any student found to be absent from classes (either being at home or elsewhere other than class) on the day of the task, unless with approved flexible attendance, will be considered to be seeking to gain an unfair advantage and may have the task/test cancelled. Preparing for an assessment task in another class is not permitted and will be treated in the same manner.

Missed or Late / Non-submission of an Assessment Task:

As stated above, assessment tasks must be submitted **before 8:50am** on the day the task is due unless other submission requirements are outlined on the assessment notification. Students must not submit an assessment task later in the day, or at the conclusion of the school day. This includes if a student has been absent from school during the day. Such tasks will be treated as late submissions.

If work is submitted late due to illness, the student must submit an Illness/Misadventure application. In this situation, the task, medical certificate and a completed illness/misadventure form must be submitted to the Deputy Principal on the student's first day back at school following the absence.

Where a Doctor's Certificate is supplied, it **must state your inability to complete an assessment task or test** and be presented to the Deputy Principal and/or Head Teacher of that subject immediately upon return. If there is another reason for the misadventure, independent evidence must be supplied with the date, time and reason of the impacts. The Deputy Principal may make a submission to the Principal to grant an extension under extenuating circumstances presented in writing and supported with independent evidence. A medical certificate must not be sought after the event without good reason. There will be no extensions issued without illness or serious misadventure.

It is important for students to be present for all assessment tasks completed at school. If a task is missed due to illness, the student must talk to the Deputy Principal, submit a relevant medical certificate and a completed illness/misadventure form. Extenuating circumstances presented in writing and supported with independent evidence may be considered. It is the **student's responsibility to see the Deputy Principal** on the day of their return to make arrangements to complete the assessment task. The completion of that task will then be negotiated. Students must be prepared to complete the task on the day of their return.

In the case of prolonged absence or when a substitute task is inappropriate, the student may be given an estimate based on his/her performance in other areas.

In the case of illness/misadventure, it is the student's responsibility to follow the requirements for consideration. The illness/misadventure flowchart and form can be found at the back of this booklet.

Genuine Attempt at Assessment Tasks:

Failing to make a genuine attempt at a task will result in a formal N Determination Warning Letter being issued. Students may be required to re-sit or re-submit the task. In this case, the original mark would be counted as the assessment mark for the student.

Whether or not a serious attempt has been made may be based on a number of factors, including the percentage of the task completed, the student's ability as previously evident in classwork and/or student engagement in the task itself. It is a matter of the teacher's professional judgement whether the student has made a genuine attempt. Absolutely **no mobile phones** or **electronic devices** are to be in the student's possession or on the desk during an exam or test. They are to be switched off and left in the students' school bag at the back of the Hall or Classroom. If a **mobile phone** or **electronic device** is found in the students' possession a formal N Determination Warning Letter will be issued.

Technology Issues:

Students should ensure that hard copies and back-up copies of their work are made so that they can effectively deal with any technology problems that they may encounter. Failure to submit a task on the due date because a computer crashed, the printer did not work, the USB drive containing the assessment has been corrupted or any other technological failure will not be accepted as a valid reason for the late or non-submission of a task.

If there is no valid reason:

If a student has only completed part of a 'hand-in' task, this part must be submitted to the class teacher on the due date. Failure to submit tasks on time, without a valid reason will result with an **N determination Letter issued and a zero mark will be awarded.**

HONESTY IN HSC ASSESSMENT – THE STANDARD

This standard sets out the NESA requirements concerning students submitting their own work in HSC assessment. It reads, in part:

The honesty of students in completing assessment tasks, exams and test underpin the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Students are responsible for knowing and complying the NESA's ACE Rules and policies regarding malpractice, including:

- a. [All My Own Work](#) (or its equivalent), and
- b. [HSC Rules and Procedures Guide](#), and
- c. [HSC minimum standard: Malpractice and breaches of test rules](#), and
- d. [HSC practical exams](#).

NESA's rules regarding malpractice must be read in conjunction with any course specific requirements outlined in [NESA syllabus](#) packages including Assessment and Reporting information.

Types of Malpractice in HSC submitted works, practical components, HSC exam and HSC minimum standards tests:

1. Malpractice is any attempt to gain an unfair advantage over other students.
2. Malpractice in any form including plagiarism, collusion, misrepresentation and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the [RoSA](#) or the [HSC](#).
3. Students conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain unfair advantage involving intentional wrong doing.
4. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.
5. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
 - a. Making up journal entries for a project, and/or
 - b. Submitting falsified or altered documents, and/or
 - c. Referencing incorrect or non-existent sources, and/or
 - d. Contriving false explanations to explain work not handed in by the due date.

Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
 - a. Copying someone else's work in part or in whole, and presenting it as their own, and/or
 - b. Using material directly from books, journals, the internet or any other offline/online resources, without appropriate acknowledgement to the authors and/or source, and/or
 - c. Building on the ideas, or words of another person without appropriate acknowledgement, and/or
 - d. Using ideas, designs or the workmanships of others in practical and performance tasks without appropriate acknowledgement.

Collusion

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
 - a. Sharing answers to an assessment with other students, and/or
 - b. Submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
 - c. Contract cheating by outsourcing work to a third party, and/or
 - d. Unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

1. All students undertaking an [HSC exam](#) or [HSC minimum standard test](#) must comply with the assessment conditions set by NESA.
2. When assembling for, undertaking, and leaving the exam or test sessions, students are subject to the direction and supervision of the invigilator, At all other times, students must adhere to the rules prescribed by their school or alternate venue conduction the assessment.
3. A breach of assessment conditions includes any breach of:
 - a. HSC exams rules and procedures, and
 - b. HSC minimum standard test rules and procedures.

4. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

During any assessment task, test or exam if a student does any of the following, then a N Determination Warning letter will be issued and a zero mark will be awarded:

- Does anything that disrupts the task or disturbs another student
- Communicates with another student
- Looks at other students work
- Cheats in any way
- Takes into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
- Makes a non-serious attempt
- Uses an electronic device, e.g. Phone, Smartwatch, Tablet.

What happens if you engage in malpractice on the HSC exams?

If a student does not comply with the NESA examination rules he/she may have their paper cancelled for the course(s) concerned. This may render him/her ineligible for the award of the Record of School Achievement and/or a Higher School Certificate. In this event students will be placed in the NESA Malpractice Register.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving a N Determination Warning letter and zero marks and will jeopardise their Higher School Certificate results. Cheating, copying, plagiarism and any other form of malpractice is a serious offence. A N Determination Warning letter and a mark of zero may be given in cases where malpractice, such as cheating or attempting to cheat occurs. Students may be required to re-sit or re-submit the task. In this event students will be placed in the NESA Malpractice Register.

Managing malpractice in school based assessment tasks:

Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher as soon as possible. If after an investigation the Teacher and Head Teacher are in agreement, then the student shall be issued with a N Determination Warning letter and awarded a zero mark for the task and given a full explanation of the decision. If the student disputes the decision, they may lodge an 'HSC Assessment Task Appeal Form' and this will be reviewed by a panel.

COURSE COMPLETION

Course Ranks:

Each student will receive a formal school report which details his/her achievement of outcomes of each course. In accordance with NESA guidelines, *students will not be given their final assessment marks* (those marks submitted to NESA), as they are subject to moderation by NESA and therefore change.

Reviews of Assessments:

Any concern about the results achieved on a particular assessment task must be discussed with the teacher no later than the end of the next school day. Students may seek an assessment review if the school's procedures and guidelines have not been followed. Students may not dispute the type and nature of assessment tasks or the teacher's professional judgement relating to the allocation of marks for tasks. Areas for potential dispute could be failing to notify that a task/test is assessable, not including a notified task/test in the assessment marks, a student gaining unfair advantage as a result of cheating, prior knowledge, being absent from class/classes to complete the task or an unauthorised time extension.

Any student who considers a decision is unfair in regard to an assessment based on the preceding advice, may complete and submit an appeal for the review of an assessment to the Principal. The review will be conducted within the school by the Assessment Panel. The Panel will be comprised of the Principal, Deputy Principal and a Head Teacher who is not from the faculty where the appeal has been raised.

The Principal will inform the student of the Panel's determination in writing.

Illness / Misadventure Appeals: (Refer to Page 52)

If a student believes that his/her performance in individual assessment tasks was diminished because of circumstances beyond their control, the student must see the Head Teacher of that particular task and submit an illness/misadventure appeal, explaining in writing how he/she considers that his/her performance was affected.

Illness / misadventure appeals do not cover:

- Difficulties in preparation or loss of preparation time
- Alleged deficiencies in tuition
- Misreading of the exam timetable, assessment schedule or assessment task
- Long-term illness, e.g. glandular fever, asthma, unless there is evidence of sudden reoccurrence during the task

Students who believe that his/her performance in an external HSC examination was diminished because of circumstances beyond his/her control, can lodge an Illness/Misadventure appeal with NESA. The Presiding Officer of the HSC exams must be informed and then complete the illness/misadventure form, which can be collected by students from the Deputy Principal.

The illness/misadventure flowchart and form for school assessments can be found at the back of this booklet.

In the case of illness or misadventure, it is the student's responsibility to follow the policy requirements for consideration.

Reviews of 'N' Determinations:

Students have the right to appeal an 'N' Determination. Students must be able to demonstrate that all of NESA's requirements for satisfactory completion of the Higher School Certificate Course have been satisfied. Such appeals must be submitted in writing to the Principal before the final date documented on the 'N' Determination letter. The review will be conducted within the school (by the Appeals Panel). If the appeal is not upheld by a panel within the school, the student may submit an appeal to NESA.

Refer to the following forms and pages

- **Consideration of Illness/Misadventure Form:** (Refer to the Orange form on Page 50)
- **Appeal of Illness/Misadventure Decision:** (Refer to the Green forms on Page 52)
- **Request to Reschedule Assessment due to School Business** (Refer to the Blue form on Page 53)

Students must complete this form when requesting to reschedule an assessment task due to School Business to the relevant Head Teacher. It is the student's responsibility to ensure this occurs, this is to be negotiated with the Head Teacher and/or the Deputy Principal where required.

Academic Integrity Report: (Refer to Page 54 and this will be posted on the students Google Classroom)

Each student must fill in an Academic Integrity Report when submitting each assessment task. This is to be uploaded to the Google Classroom where the assessment task has been posted.

Examination and Test Instructions: (Refer to Page 55)

The Examination and Test Instructions must be followed by all students. This includes examinations and test conducted throughout the year. Ensure you read these instructions carefully.

HSC Assessment Task Appeal: (Refer to the Red form on Page 56)

ADVICE, HELP and SUPPORT

There are several people students can speak to if they have any queries about the HSC. In the first instance they should speak to the class teacher(s). Other support people in the school include Head Teachers, mentors, the Year Adviser, the Careers Adviser, School Counsellor, Deputy Principal and Principal.

Students can also obtain information from the following websites:

www.boardofstudies.nsw.edu.au

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

<http://studentsonline.bos.nsw.edu.au>

Special Provisions:

If you believe you qualify for special provisions, such as a reader or writer or other accommodation for a disability or impairment, see your Year Adviser, the Deputy Principal in charge of Learning Support or a Learning and Support Teacher. Further information can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

HSC TERMINOLOGY - A GLOSSARY OF KEY WORDS

Using this glossary will help students understand what is expected in responses to examination and assessment tasks.

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

HSC Assessment Schedules

(Each classroom teacher is responsible for disseminating more detailed information regarding course content and outcomes.)

English Assessment Schedules

English Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 9	Term 3 Examination Period	Term 3 Week 7
Components	Weightings	Common Module: Texts and Human Experiences Extended Response	Module 1: Discovery and Investigation Presentation and Report	Module A: We are Australians Trial HSC Examination	Module K: The Big Screen Portfolio of Classwork
Knowledge and understanding of course content	50	10	10	10	20
Skills in: - Comprehending texts - Communicating ideas - Using language accurately, appropriately and effectively	50	10	10	10	20
Total %	100	20	20	20	40
	Task Outcomes	ES12-1, ES12-2, ES12-5, ES12-8, ES12-9	ES12-1, ES12-2, ES12-4, ES12-6, ES12-7	ES12-1, ES12-3, ES12-5, ES12-9	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9, ES12-10

Outcomes:

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

English Standard		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 4	Term 3 Examination Period
Components	Weightings	Common Module: Texts and Human Experiences Essay	Module A: Language Identity and Culture Extended Response	Module C: Craft of Writing Written Task	Common Module A, B and C Trial HSC Examination
Knowledge and understanding of course content.	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	10	15
Total %	100	25	25	20	30
	Task Outcomes	EN12-1, EN12-3 EN12-5, EN12-6 EN12-7	EN12-1, EN12-2 EN12-3, EN12-5 EN12-7, EN12-8	EN12-1, EN12-2 EN12-3, EN12-4 EN12-7, EN12-8	EN12-1, EN12-3 EN12-4, EN12-5 EN12-6, EN12-9

Outcomes:

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

English Extension 1		Task 1	Task 2	Task 3
		Term 4 Week 10	Term 2 Week 10	Term 3 Examination Period
Components	Weightings	Literary Worlds Creative Writing and Reflection	Worlds of Upheaval Critical Response	Common Module and Elective Trial HSC Examination
Knowledge and understanding of texts and why they are valued	50	20	15	15
Skills in complex analysis composition and investigation	50	20	15	15
Total %	100	40	30	30
	Task Outcomes	EE12-2, EE12-4, EE12-5	EE12-1, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5

Outcomes:

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

English Advanced		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Task 2 Task 4	Term 3 Examination Period
Components	Weightings	Common Module: Texts and Human Experience In Class Essay	Module A: Textual Conversations Multimedia Presentation	Module C: Craft of Writing Craft of Writing In Class Task	Common Module A, B and C Trial HSC Examination
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50	15	10	10	15
Total %	100	25	25	20	30
	Task Outcomes				

Outcomes:

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

EAL/D		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term1 Week 10	Term 2 Week 9	Term 3 Examination Period
Components	Weightings	Module A: Texts and Human Experiences Persuasive Speech and Listening Task	Module B: Language Identity and Culture In-Class Essay & Reflection	Module C: Close Study of a Text Extended Response	Module A Module B Module C Trial HSC Examination
Knowledge and understanding of course content	50	10	10	15	15
Skills in responding to tests and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	10	15
Total %	100	20	25	25	30
	Task Outcomes	EAL12-1A, EAL12-1B, EAL 12- 2, EAL12 – 3 - EAL12-6, EAL12-8	EAL12-1A- EAL12- 6 EAL12-8 EAL12-9	EAL12-2, EAL12-3 EAL12-5 EAL12-6 EAL12-9	EAL12-1A - EAL12-9

Outcomes:

- EAL12-1A** Responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
- EAL12-1B** Communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts.
- EAL12-2** Uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies.
- EAL12-3** Identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning.
- EAL12-4** Applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts.
- EAL12-5** Thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts.
- EAL12-6** Investigates and evaluates the relationships between texts.
- EAL12-7** Integrates understanding of the diverse ways' texts can represent personal and public worlds.
- EAL12-8** Analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning.
- EAL12-9** Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

Drama		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10	Term1 Week 10	Term 2 Week 10	Term 3 Examination Period
Components	Weightings	Australian Theatre Workshop Seminar	Black Comedy Performance Essay	Individual Project and Group Project Performance	Trial HSC Examination
Making	40		20	20	
Performance	30	10	10	10	
Critically Studying	30	10			20
Total %	100	20	30	30	20
	Task Outcomes	H2.2, H3.1, H3.2	H1.1, H1.3, H1.5, H1.7, H2.2	H1.1, H1.2, H1.4, H1.6, H2.1, H2.3	H3.1, H3.2, H3.3

Making Outcomes:

- H1.1** Uses acting skills to adapt and sustain a variety of characters and roles
- H1.2** Uses performance skills to interpret and perform scripted and other material
- H1.3** Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual, and group devised works
- H1.4** Collaborates effectively to produce a group-devised performance
- H1.5** Demonstrate directorial skills
- H1.6** Record refined group performance work in appropriate form
- H1.7** Demonstrate skills in using the elements of production

Performing Outcomes:

- H2.1** Demonstrate effective performance skills
- H2.2** Uses dramatic and theatrical elements effectively to engage an audience
- H2.3** Demonstrates directorial skills for theatre and other media

Performing Outcomes:

- H3.1** Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2** Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3** Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

Mathematics

Assessment

Schedules

Mathematics Standard 1		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Examination Period
Components	Weightings	Budgeting and Household Expenses, Simultaneous Equations Open book test	Rates, Investments and Networks Test	Right-angles Triangles, Scale Drawings, Further Statistical Analysis Assignment	All topics in the course. Trial HSC Examination
Understanding, Fluency and communicating	50	10	10	15	15
Problem Solving Reasoning and Justification	50	10	15	10	15
Total %	100	20	25	25	30
	Task Outcomes	MS11-5, MS11-10 MS1-12-1, MS1-12-6, MS1-12-10	MS1-12-3, MS1-12-5 MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 to MS1-12-10

Outcomes:

Note: Up to 30% of the internal assessment may be based on the Preliminary course (MS11)

- MS11-1:** Uses algebraic and graphical techniques to compare alternative solutions to contextual problems.
- MS11-2:** Represents information in symbolic, graphical and tabular form.
- MS11-3:** Solves problems involving quantity measurement, including accuracy and the choice of relevant units.
- MS11-4:** Performs calculations in relation to two-dimensional and three-dimensional figures.
- MS11-5:** Models relevant financial situations using appropriate tools.
- MS11-6:** Makes predictions about everyday situations based on simple mathematical models.
- MS11-7:** Develops and carries out simple statistical processes to answer questions posed.
- MS11-8:** Solves probability problems involving multistage events.
- MS11-9:** Uses appropriate technology to investigate, organise and interpret information in a range of contexts.
- MS11-10:** Justifies a response to a given problem using appropriate mathematical terminology and/or calculations.
- MS1-12-1:** Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts.
- MS1-12-2:** Analyses representations of data in order to make predictions and draw conclusions.
- MS1-12-3:** Interprets the results of measurements and calculations and makes judgements about their reasonableness.
- MS1-12-4:** Analyses simple two-dimensional and three-dimensional models to solve practical problems.
- MS1-12-5:** Makes informed decisions about financial situations likely to be encountered post-school.
- MS1-12-6:** Represents the relationships between changing quantities in algebraic and graphical forms.
- MS1-12-7:** Solves problems requiring statistical processes.
- MS1-12-8:** Applies network techniques to solve network problems.
- MS1-12-9:** Chooses and uses appropriate technology effectively and recognises appropriate times for such use.
- MS1-12-10:** Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.

Mathematics Standard 2		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Examination Period
Components	Weightings	Budgeting and household expenses, Simultaneous Equations Open Book Test	Simultaneous Equations, Investment and Loans, Network concepts, Bivariate Data analysis. Assignment	Non-Right-angled trigonometry, Non-Linear Relationships, Rates and Ratios, Annuities Test	All outcomes to be tested in the Trial HSC Examination
Understanding, Fluency and communicating	50	10	10	15	15
Problem Solving Reasoning and Justification	50	10	15	10	15
Total %	100	20	25	25	30
	Task Outcomes	MS11-5 MS2-12.1 MS2-12.6 MS2-12.10	MS2-12.2, MS2-12.5, MS2-12.8 MS2-12.9, MS2-12.10	MS2-12.1 MS2-12.3 MS2-12.4 MS2-12.5 MS2-12.6 MS2-12.9 MS2-12.10	MS2-12.1 - MS2-12.10

Outcomes:

Note: Up to 30% of the internal assessment may be based on the Preliminary course (MS11).

- MS11-1:** Uses algebraic and graphical techniques to compare alternative solutions to contextual problems.
- MS11-2:** Represents information in symbolic, graphical and tabular form.
- MS11-3:** Solves problems involving quantity measurement, including accuracy and the choice of relevant units.
- MS11-4:** Performs calculations in relation to two-dimensional and three-dimensional figures.
- MS11-5:** Models relevant financial situations using appropriate tools.
- MS11-6:** Makes predictions about everyday situations based on simple mathematical models.
- MS11-7:** Develops and carries out simple statistical processes to answer questions posed.
- MS11-8:** Solves probability problems involving multistage events.
- MS11-9:** Uses appropriate technology to investigate, organise and interpret information in a range of contexts.
- MS11-10:** Justifies a response to a given problem using appropriate mathematical terminology and/or calculation
- MS2-12-1:** Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts.
- MS2-12-2:** Analyses representations of data in order to make inferences, predictions and draw conclusions.
- MS2-12-3:** Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate.
- MS2-12-4:** Analyses two-dimensional and three-dimensional models to solve practical problems.
- MS2-12-5:** Makes informed decisions about financial situations, including annuities and loan repayments.
- MS2-12-6:** Solves problems by representing the relationships between changing quantities in algebraic & graphical forms
- MS2-12-7:** Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data.
- MS2-12-8:** Solves problems using networks to model decision-making in practical problems.
- MS2-12-9:** Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use.
- MS2-12-10:** Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response.

Mathematics Advanced		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 7	Term 2 Week 10	Term 3 Examination Period
Components	Weightings	Sequences and Series, Graphical Techniques Open Book Test	Further Differentiation and Geometrical Applications of Differentiation. In Class Test	Integral Calculus Financial Sequences, Descriptive Statistics and Bivariate Data Analysis Assignment and Test	May include topics on: All of the topics taught to date Trial HSC Examination
Concepts, skills and techniques	50	10	10	15	15
Reasoning and Communications	50	10	15	10	15
Total %	100	20	25	25	30
	Task Outcome	MA12-1 MA12-4 MA12-5 MA12-9 MA12-10	MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	MA12-2 MA12-3 MA12-4 MA12-7 MA12-8 MA12-9 MA12-10	MA11-1 to 9 MA12-1 to 10

Outcomes:

- MA11-1:** Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2:** Uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3:** Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4:** Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5:** Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6:** Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7:** Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8:** Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts.
- MA11-9:** Provides reasoning to support conclusions which are appropriate to the context
- MA12-1:** Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2:** Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA12-3:** Applies calculus techniques to model and solve problems
- MA12-4:** Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-5:** Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA12-6:** Applies appropriate differentiation methods to solve problems
- MA12-7:** Applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA12-8:** Solves problems using appropriate statistical processes
- MA12-9:** Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA12-10:** Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context.

Mathematics Extension 1		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 11	Term 2 Week 8	Term 3 Examination Period
Components	Weightings	May include topics on: Preliminary course, Vectors, Mathematical Induction Open Book Test	Trigonometric identities and further trigonometric equations, Derivative of inverse functions and inverse trigonometric functions, Further vectors, Binomial Distribution In Class Test	Differential equations and Further Integration Assignment	May include topics on: All of the topics taught to date Trial HSC Examination
Concepts, skills and techniques	50	10	10	15	15
Reasoning and Communications	50	10	15	10	15
Total %	100	20	25	25	30
	Task Outcome	ME11-1 ME11-3 ME11-7 ME12-1 ME12-2 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5	ME12-1 ME12-4 ME12-6 ME12-7	ME11-1 - 7 ME12-1 - 7

Note: Assessment for the Extension 1 course may be based on the whole course, preliminary and HSC

Outcomes:

- ME11-1:** Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2:** Manipulates algebraic expressions and graphical functions to solve problems
- ME11-3:** Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4:** Applies understanding of concepts of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5:** Uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6:** Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7:** Communicates making comprehensive use of mathematical language, notation, diagrams and graphs
- ME12-1:** Applies techniques involving proof or calculus to model and solve problems
- ME12-2:** Applies concepts and techniques involving vectors and projectiles to solve problems
- ME12-3:** Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
- ME12-4:** Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
- ME12-5:** Applies appropriate statistical processes to present, analyse and interpret data
- ME12-6:** Chooses and uses appropriate technology to solve problems in a range of contexts
- ME12-7:** Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Science Assessment Schedules

Biology		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Examination Period
Components	Weightings	Design and conduct a practical investigation Practical investigation Validation Test	Impact of heredity on the continuity of species Heredity Topic Test	Research and report on the role of developmental genes in evolution Depth Study	Trial HSC Examination
Skills in Working Scientifically	60	15	15	20	10
Knowledge and Understanding course content	40	10	5	5	20
Total %	100	25	20	25	30
	Task outcomes	BIO12-1 BIO12-2 BIO12-3 BIO12-5 BIO12-6 BIO12-14	BIO12-2 BIO12-4 BIO12-5 BIO 12-6 BIO12-12	BIO12-1 BIO12-4 BIO12-6 BIO12-7 BIO12-13	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15

Outcomes:

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

Physics		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 5	Term 1 Week 6	Term 2 Week 4	Term 3 Examination Period
Components	Weightings	Projectile Motion Depth Study	Practical Test	Model and Research Task	Trial HSC Examination
Skills in Working Scientifically	60	15	20	15	10
Knowledge and Understanding course content	40	5	5	10	20
Total %	100	20	25	25	30
	Task outcomes	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-5, PH11/12-6 PH11/12-7, PH12-12	PH11/12- 3 PH11/12-4 PH11/12-5 PH12-13	PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12- 14,15	PH11/12-5 PH11/12-6 PH11/12-7 PH12-12, PH12-13 PH12-14, PH12-15

Outcomes:

- PH11/12-1** Develops and evaluates questions and hypotheses for scientific investigation.
- PH11/12-2** Designs and evaluates investigations in order to obtain primary and secondary data and information.
- PH11/12-3** Conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4** Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- PH11/12-5** Analyses and evaluates primary and secondary data and information.
- PH11/12-6** Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- PH11/12-7** Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- PH12-12** Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13** Explain and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14** Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15** Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

HSIE

Assessment Schedules

Business Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Examination Period
Components	Weightings	Operations Topic Test	Marketing: Case Study and In-Class Essay	Finance Topic Test	Trial HSC Examination
Knowledge and understanding of course content	40	15	5	10	10
Stimulus-based skills	20			10	10
Inquiry and research	20		15	5	
Communication of business information, ideas and issues in appropriate forms	20	5	5		10
Total %	100	20	25	25	30
	Task Outcomes	H2, H3, H5, H9	H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H7, H9	H1-10

Outcomes:

- H1** Critically analyses the role of business in Australia and globally.
- H2** Evaluates management strategies in response to changes in internal and external influences.
- H3** Discusses the social and ethical responsibilities of management.
- H4** Analyses business functions and processes in large and global businesses.
- H5** Explains management strategies and their impact on businesses.
- H6** Evaluates the effectiveness of management in the performance of businesses.
- H7** Plans and conducts investigations into contemporary business issues.
- H8** Organises and evaluates information for actual and hypothetical business situations.
- H9** Communicates business information, issues and concepts in appropriate formats.
- H10** Applies mathematical concepts appropriately in business situations.

Legal Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Examination Period
Components	Weightings	Crime Topic Test	Human Rights Topic Test	Consumer Essay	Trial HSC Examination
Knowledge and understanding of course content	60	10	10	10	30
Inquiry and research	20	5	5	5	5
Communication of legal information, ideas and issues in appropriate forms	20	5	5	5	5
Total %	100	20	20	20	40
	Task Outcomes	H1, H3, H4, H6	H2, H5, H6, H7, H8	H4, H6, H8, H9, H10	H1-10

Outcomes:

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

Modern History		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Examination Period
Components	Weightings	Power and Authority Source Analysis	National Study Essay	Peace and Conflict Research Essay	Trial HSC Examination
Knowledge and understanding of course content	40	5	10	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20	10		5	5
Historical inquiry and research	20		10	10	
Communication of historical understanding in appropriate forms	20	5	5	5	5
Total %	100	20	25	25	30
	Task Outcomes	MH12-3 MH12-4 MH12-6 MH12-7	MH12-2 MH12-5 MH12-7 MH12-9	MH12-1 MH12-2 MH12-3 MH12-9	MH12-1 – MH12-6 MH12-9

Outcomes:

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

Modern History Extension		Task 1	Task 2	Task 3
		Term 1 Week 3	Term 2 Week 5	Term 3 Examination Period
Components	Weightings	History Project Historical Process (proposal, process log, annotated sources)	History Project Essay	Trial HSC Examination
Knowledge and understanding about significant historiographical ideas and process	40	10	10	20
Skills in designing, undertaking and communicating historical inquiry and analysis	60	20	30	10
Total %	100	30	40	30
	Task Outcomes	HE12-1 HE12-2 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE12-4

Outcomes:

- HE12-1** Analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- HE12-2** Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- HE12-3** Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- HE12-4** Constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Studies of Religion		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 10	Term 2 Week 10	Term 3 Examination Period
Components	Weightings	Religion and belief systems In Class Task	Depth Study In Class Task	Religion and Peace Extended Response	Trial HSC Examination
Knowledge and understanding of course content	40	5	10	10	15
Source based skills	20		10		10
Investigations and research	20	10		10	
Communication of information, ideas and issues	20	5	5	5	5
Total %	100	20	25	25	30
	Task Outcomes	H1, H2, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9

Outcomes:

- H1** Explains aspects of religion and belief systems.
- H2** Describes and analyses the influence of religion and belief systems on individuals and society.
- H3** Examines the influence and expression of religion and belief systems in Australia.
- H4** Describes and analyses how aspects of religious traditions are expressed by their adherents.
- H5** Evaluates the influence of religious traditions in the life of adherents.
- H6** Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias.
- H7** Conducts effective research about religion and evaluates the findings from the research.
- H8** Applies appropriate terminology and concepts related to religion and belief systems.
- H9** Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

PDHPE

Assessment Schedules

Community and Family Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Examination Period
Components	Weightings	Research Methodology	Groups in Context	Social Impact of Technology	Trial HSC Examination
Knowledge and understanding of course content	40	10	10	10	10
Skills in critical thinking, research methodology, analysing and communicating	60	10	15	15	20
Total %	100	20	25	25	30
	Task Outcomes	H4.1, H4.2	H1.1, H2.2, H3.1, H3.3, H4.2, H5.1, H6.2	H2.3, H3.4	H1.1 - H6.2

Outcomes:

- H1.1** Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1** Analyses different approaches to parenting and caring relationships
- H2.2** Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3** Critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1** Analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2** Evaluates networks available to individuals, groups and families within communities
- H3.3** Critically analyses the role of policy and community structures in supporting diversity
- H3.4** Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1** Justifies and applies appropriate research methodologies
- H4.2** Communicates ideas, debates issues and justifies opinions
- H5.1** Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2** Develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1** Analyses how the empowerment of women and men influences the way they function within society
- H6.2** Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Health and Movement Science		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Examination Period
Components	Weightings	Training for improved performance In Class Topic Text	In-Depth Study Research Task	Health in Australia Global Context In Class Topic Text	Trial HSC Examination
Knowledge and understanding of course content	40	5	10	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	15	15	15
Total %	100	20	25	25	30
	Task Outcomes	HM-12-04 – HM-12-10	HM-12-04 – HM-12-10	HM-12-01- HM-12-3, HM-12-06 - HM-12-10	HM-12-01 – HM-12-10

Outcomes:

- HM-12-01** Analyses the health status of Australians at a national and international level
- HM-12-02** Examines how technology and data can achieve better health for all Australians
- HM-12-03** Evaluates how the Sustainable Development Goals can be used to improve the health of a community
- HM-12-04** Investigate factors that impact movement and performance
- HM-12-05** Analyse individual and group training programs to improve performance
- HM-12-06 Analyse:** Critically analyses the relationship and implications of health and movement concepts
- HM-12-07 Communication:** Communicates health and movement concepts using mode appropriate to a range of audiences and contexts
- HM-12-08 Creative-thinking:** Generates and assesses new ideas that are meaningful and relevant to health and movement contexts
- HM-12-09 Problem-solving:** Proposes and evaluates solutions to complex health and movement issues
- HM-12-10 Research:** Analyses a range of sources to make conclusions and judgements about health and movements concepts.

Sport, Lifestyle And Recreation		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Examination Period
Components	Weightings	Event Facilitation and Reflection	Outdoor Recreation	Outdoor Recreation	Trial HSC Examination
Knowledge and understanding	50	10	10	15	15
Skills	50	15	15	10	10
Total %	100	25	25	25	25
	Task Outcomes	1.1, 1.3, 1.6, 2.3, 3.2, 4.2, 4.5	1.3, 1.4, 2.3, 4.1, 4.2, 4.4	1.3, 2.5, 3.6, 4.5	1.1, 2.1, 2.2, 2.3, 3.2, 3.5, 4.1, 4.3, 4.5

Outcomes:

- 1.1** Applies the rules and conventions that relate to participation in a range of physical activities
- 1.3** Demonstrates ways to enhance safety in physical activity
- 1.6** Describes administrative procedures that support successful performance outcomes
- 2.1** Explains the principles of skill development and training
- 2.2** Analyses the fitness requirements of specific activities
- 2.3** Selects and participates in physical activities that meet individual needs, interests and abilities
- 3.2** Designs programs that respond to performance needs
- 3.4** Composes, performs and appraises movement
- 3.5** Analyses personal health practices
- 4.1** Plans strategies to achieve performance goals
- 4.2** Demonstrates leadership skills and a capacity to work cooperative in movement contexts
- 4.3** Makes strategic plans to overcome the barriers to personal and community health
- 4.4** Demonstrates competence and confidence in movement contexts
- 4.5** Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

Creative and Performing Arts Assessment Schedules

Music 1		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Examination Period
Components	Weightings	Performance & Composition	Elective 1 & Musicology Core	Elective 2, Elective 3 & Aural Task 1	Trial Aural Skills Exam and Trial Recital & Elective Portfolio
Performance	10	8			2
Composition	10	10			
Musicology	10		10		
Aural	25			10	15
Elective 1	15		12		3
Elective 2	15			10	5
Elective 3	15			10	5
Total %	100	18	22	30	30
	Task Outcomes	H1, H2, H3, H5, H7	H6, H8 H1-H11*	H4, H6, H1-H11*	H1, H4, H6, H9 H1-H11*

*** Students choose electives of performance, musicology or composition.**

Outcomes:

- H1** Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.
- H2** Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.
- H3** Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.
- H4** Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.
- H5** Critically evaluates and discusses performances and compositions.
- H6** Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.
- H7** Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
- H8** Identifies, recognises, experiments with, and discusses the use and effects of technology in music.
- H9** Performs as a means of self-expression and communication.
- H10** Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- H11** Demonstrates a willingness to accept and use constructive criticism.

Visual Arts		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Examination Period
Components	Weightings	Case Study – Essay	BOW Interview & VAPD	3a In Class Essay 3b BOW & VAPD Progress Mark	4a HSC Trial Examination 4b Final BOW & VAPD Mark
Making Artworks	50		20	10	20
Critical & Historical Study	50	20		20	10
Total %	100	20	20	30	30
	Task Outcomes	H1 – H6	H7 – H10	H1 – H10	H1 – H10

Outcomes:

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

TAS

Assessment Schedules

Industrial Technology Multimedia		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Examination Period
Components	Weightings	Design Proposal Presentation	Industry Study and Project Update	Project Development and Management	Trial HSC Examination
Major Project	60	20	10	20	10
Industry related Manufacturing Technology	25		10		15
Industry Study	15		10		5
Total %	100	20	30	20	30
	Task Outcomes	H3.1, H3.2, H3.3, H4.1 H5.1, H5.2	H1.1, H1.2, H1.3, H3.2, H3.3, H4.1, H6.1, H7.1, H7.2	H2.1, H3.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3, H4.3, H6.1, H7.1, H7.2

Outcomes:

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

VET

Assessment Schedules

Vocational Education and Training (VET) Courses

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

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

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

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

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

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

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

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded.

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

Hospitality Cookery ICF		Task 1	Mandatory	Task 2	Task 3	Task 4
		Term 4 Week 10	Term 1 Week 8	Term 2 Week 2	Term 2 Week 10	Term 3 Examination Period
Components	Weightings	Evidence central Task 3	Evidence Central Task 4	Work Placement	Evidence central Tasks 5	Trial HSC Examination 60%
	Task Outcomes	3.5.1	3.1.1, 3.2.1, 3.5.1	3.3.1	3.3.1, 3.5.1	3.1.1, 3.2.1, 3.3.1, 3.5.1

Outcomes:

3.1 Hygiene – mandatory focus area

3.1.1

- Considers the importance of hygiene in the hospitality industry
- Demonstrates an understanding of compliance with laws, standards and codes relevant to hygienic work practices and food safety for the hospitality workplace
- Explains how to prevent food contamination that might cause food-borne illnesses
- Proposes hygienic work procedures and practices for food safety in a hospitality work environment.

3.2 Safety – mandatory focus area

3.2.1

- Demonstrates an understanding of work health and safety (WHS) compliance, participation and consultation in the hospitality industry
- Explains workplace policy, procedures and practices that ensure the safety of the hospitality worker and their colleagues and customers
- Describes security policy and procedures for a hospitality work environment
- Applies risk management in a hospitality workplace
- Proposes appropriate responses to emergency situations.

3.3 Working in the hospitality industry and workplace – mandatory focus area

3.3.1

- Examines the nature of the hospitality industry
- Demonstrates an understanding of working in the hospitality industry
- Explains how to communicate and work effectively with others in a hospitality workplace
- Applies hospitality industry and workplace standards to ensure quality work outcomes
- Explores how misunderstandings and conflict may be avoided or effectively managed in a range of situations common to hospitality work environments.

3.5 Kitchen Operations and Cookery – stream focus area

3.5.1

- Justifies the selection of appropriate utensils, equipment and ingredients for food preparation and cookery tasks in a commercial kitchen
- Explains a range of cookery methods and their application
- Understand the importance and application of legislative requirements, industry standards and workplace policy and procedures for preparation, cooking, presentation and services of food
- Describes a food safety program and applies it in a hospitality workplace
- Proposes cleaning procedures for a commercial kitchen to ensure the safety of food
- Proposes improvements for resource efficiency and sustainability in a commercial kitchen work environment

Assessment Plan 2025-2026			Evidence gathering techniques			
Task	Competency codes	Title of competency	Direct observation – real time/simulated environment	Product based method – structured activities	Questioning – written or oral related to knowledge	Work placement
TASK 1 Completed in Year 11	SITXWHS005	Participate in safe work practices	X	X	X	
	SITXFSA005	Use hygienic practices for food safety	X		X	
	SITXFSA006	Participate in safe food handling practices	X		X	
	SITXCCS011	Interact with customers	X		X	
	SITXCOM007	Show social and cultural sensitivity	X		X	
	SITHCCC025	Prepare and present sandwiches	X		X	
Task 2	SITHKOP009	Clean kitchen premises and equipment	X		X	
	SITXINV006	Receive, store and maintain stock	X	X	X	
Task 3	SITHCCC026	Package prepared foodstuffs	X		X	
Task 4	SITHCCC023	Use food preparation equipment	X		X	
	SITHCCC024	Prepare and present simple dishes	X		X	
Task 5	SITHCCC027	Prepare dishes using basic methods of cookery	X		X	
	SITHCCC034	Work effectively in a commercial kitchen	X		X	X
*SITXFSA001 Use hygienic practices for food safety is a prerequisite unit						

Work Placement Requirements

Work placement is a mandatory HSC requirement with this Framework and minimum hours have been assigned to HSC VET courses.

Work placement is to be undertaken in an appropriate hospitality work environment. Students undertaking courses as part of a school-based apprenticeship or traineeship will meet the mandatory work placement hour requirements through the on-the-job training component of the apprenticeship or traineeship.

For units of competency that must be assessed in a hospitality work environment, work placement provides an opportunity to collect evidence required for a student to be deemed competent. Work placement also provides an opportunity for students to undertake 'service periods' for the collection of evidence of work performance required by the holistic units of competency.

Recognition of Prior Learning (RPL) may be granted for mandatory work placement requirements. Students outside employment (i.e. not under auspices of the school) may be recognised towards the requirement for work placement I a VET course (ACE8051).

Non-completion of work placement is grounds for withholding the HSC course. Schools and colleges are advised to follow the procedure for issuing 'N' determinations as outlined on the ACE website.

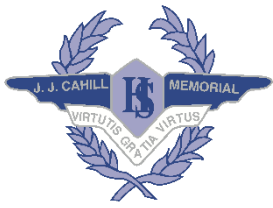
Students must complete the following work placement for Hospitality Curriculum Framework courses.

Table 2 Minimum work placement hours for Hospitality and Construction HSC courses.

Hospitality Framework Course	Minimum Work Placement Requirement
Hospitality and Construction (240 indicative hours)	70 hours* (Year 11 requirements is carried forward)

*For the 240-hour course only. It is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.

The 'work environment' of the functions should be authentic and as far as possible reproduce and replicate a hospitality workplace or work environment. Tasks, activities and conditions need to be as close as possible to real-life situations. There should be industry-realistic ratios of staff to customers, as well as sufficient customer traffic that allows students to deal with a range of customers with varying needs and multiple hospitality service or operational task simultaneously. The speed, timing and productivity for tasks should be typical of a commercial operation.



JJ CAHILL MEMORIAL HIGH SCHOOL CONSIDERATION FOR ILLNESS/MISADVENTURE

This form is to be completed and submitted to the faculty Head Teacher when requesting consideration for the late completion and/or submission of a task or when a student's performance has been impacted by illness or misadventure. It must be submitted on the day of the scheduled task or, if absent, on the day the student returns to school.

NAME OF STUDENT: _____ ROLL CLASS: _____

COURSE: _____ CLASS TEACHER: _____

NAME OF ASSESSMENT TASK: _____ DUE DATE: _____
(Attach a copy of the Task)

SECTION (A) (TO BE COMPLETED BY THE STUDENT)

OUTLINE REASON FOR THIS APPLICATION FOR ILLNESS/MISADVENTURE AND ATTACH RELEVANT DOCUMENTATION:

STUDENT SIGNATURE: _____ DATE: _____

SECTION (B) (TO BE COMPLETED BY HEAD TEACHER)

HEAD TEACHER: _____ FACULTY: _____ COURSE: _____

RECEIPT DATE OF ILLNESS/MISADVENTURE FORM: _____

TASK SUBMITTED/COMPLETED: ☐ YES ☐ NO DATE COMPLETED/SUBMITTED: _____

COMMENTS: _____

DATE OF RESCHEDULED TASK: _____

HEAD TEACHER SIGNATURE: _____ DATE: _____

DECISION BY DEPUTY PRINCIPAL _____

DEPUTY PRINCIPAL SIGNATURE: _____ DATE: _____

COPIES: ☐ (ORIGINAL) STUDENT FILE ☐ SCAN/EMAIL TO RELEVANT STUDENT, HT and DP

NB: A STUDENT MAY APPEAL THIS DECISION IF HE/SHE CONSIDERS IT IS UNFAIR BASED ON THE ADVICE PROVIDED IN THE ASSESSMENT GUIDE. REFER TO APPEAL FOR REVIEW OF ASSESSMENT.

PROCEDURES FOR ILLNESS/MISADVENTURE

STUDENTS MISSING AN ASSESSMENT TASK AND WISHING TO LODGE AN APPEAL BASED ON ILLNESS/MISADVENTURE MUST FOLLOW THE PROCEDURES OUTLINED BELOW.

STEP ONE

STUDENT CONTACTS THE SCHOOL

- STUDENTS ARE EXPECTED TO INFORM THE SCHOOL OF THE ABSENCE



STEP TWO

ON THE FIRST DAY OF RETURN TO SCHOOL

- SEE THE RELEVANT HEAD TEACHER AND COMPLETE AN ILLNESS/MISADVENTURE APPLICATION ON THE DAY YOU RETURN TO SCHOOL
- ATTACH ALL RELEVANT DOCUMENTATION SUPPORTING YOUR ILLNESS/MISADVENTURE E.G. MEDICAL CERTIFICATE
- SUBMIT ILLNESS/MISADVENTURE APPLICATION FORM TO THE DEPUTY PRINCIPAL BY THE NEXT DAY



STEP THREE

RESOLUTION AND FEEDBACK

- DEPUTY PRINCIPAL WILL MAKE A DECISION BASED ON THE INFORMATION PROVIDED BY THE STUDENT AND THE COURSE/SUBJECT HEAD TEACHER IN LINE WITH THE SCHOOLS ASSESSMENT GUIDELINES
- DEPUTY PRINCIPAL INFORMS HEAD TEACHER AND/OR THE STUDENT IN WRITING VIA A COPY OF COMPLETED ILLNESS/MISADVENTURE FORM AND ENSURES COPIES ARE DISTRIBUTED TO THOSE LISTED



JJ CAHILL MEMORIAL HIGH SCHOOL

APPEAL OF ILLNESS / MISADVENTURE DECISION

This form is to be submitted to the Principal when requesting a review of a Deputy Principal's decision about an illness/misadventure application (you must appeal within 2 days of the notification of the original decision)

NAME OF STUDENT: _____ ROLL CALL: _____

COURSE/SUBJECT: _____ HEAD TEACHER: _____

NAME OF ASSESSMENT TASK: _____ DUE DATE: _____
(If applicable) (Attach copy of the Task)

MY APPEAL IS BASED ON THE FOLLOWING GROUNDS: _____

STUDENT'S SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN'S SIGNATURE: _____ DATE: _____

DATE RECEIVED BY PRINCIPAL: _____ DATE OF DETERMINATION: _____

DETERMINATION: UPHELD / DECLINED

COMMENTS: _____

PANEL MEMBERS' SIGNATURES:

PRINCIPAL (R. DAVID)

HEAD TEACHER OR DELEGATE

HEAD TEACHER OR DELEGATE

DATE: _____

COPIES: ☐ (ORIGINAL) STUDENT FILE ☐ SCAN/EMAIL TO RELEVANT STUDENT, HT and DP



JJ CAHILL MEMORIAL HIGH SCHOOL

REQUEST TO RESCHEDULE ASSESSMENT DUE TO SCHOOL BUSINESS

This form is to be submitted to the Head Teacher when requesting to reschedule due to school business.

NAME OF STUDENT: _____ ROLL CALL: _____

COURSE/SUBJECT: _____ TEACHER: _____

NAME OF ASSESSMENT TASK: _____ DUE DATE: _____
(If applicable) (Attach copy of the Task)

Student's reasons for the application (Describe in detail the nature of the issue that affected your ability to complete or submit the assessment task).

☐ Medical Certificate attached

☐ Other verification attached

STUDENT'S SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN'S SUPPORT COMMENT:

PARENT/GUARDIAN'S SIGNATURE: _____ DATE: _____

To be completed by Head Teacher of the course

HEAD TEACHER NAME: _____ Faculty: _____ COURSE _____

HEAD TEACHER RECOMMENDATION:

HEAD TEACHER'S SIGNATURE: _____ DATE: _____

To be completed by the Deputy Principal

COMMENT:

DEPUTY PRINCIPAL SIGNATURE: _____ DATE: _____

COPIES: ☐ (ORIGINAL) STUDENT FILE ☐ SCAN/EMAIL TO RELEVANT STUDENT, HT and DP



JJ CAHILL MEMORIAL HIGH SCHOOL

ACADEMIC INTEGRITY REPORT

Refer to your Google Classroom

Students need to complete and turn in this report in the Google Classroom where the Assessment Task is posted in every Assessment Task that they submit.

NAME OF STUDENT: _____ ROLL CALL: _____

COURSE/SUBJECT: _____ TEACHER: _____

NAME OF ASSESSMENT TASK: _____ DUE DATE: _____
(If applicable) (Attach copy of the Task)

Academic Integrity Statement

I _____ declare that this is my own work and
(Your name in block letters)

that any quotations, information or work have been properly acknowledged and cited in the bibliography or as footnotes.

☐ ***I understand that any work suspected of plagiarism will be placed under review and a zero-mark awarded if found to be plagiarised.***

☐ ***I have read and understood the school assessment procedures.***

STUDENT'S SIGNATURE: _____

DATE: _____

Warning

Students are required to keep a copy or evidence of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.



JJ CAHILL MEMORIAL HIGH SCHOOL

EXAMINATION AND ASSESSMENT TEST

INSTRUCTIONS TO CANDIATES

1. All work must be completed on the paper provided.
2. No paper may be brought into or taken from the examination room.
3. Write using a black pen only unless directed otherwise.
4. The only items to be taken into the examination room are pencils, pens, erasers and materials required for specialist subjects e.g. calculators, drawing equipment, etc. Calculators must be hand-held, silent and non-programmable. Calculators may be checked by supervisor. Equipment must be in a clear pencil case or bag.
5. All bags, folders, etc. must be left at the back of the examination room. No food or drink with the exception of bottled water, a clear pencil case or approved medical items may be on your desk.
6. **Any candidate** who is observed in any of the following breaches will be reported to the Deputy Principal / NESA which could result in a zero mark being awarded:
 - a) Malpractice or cheating, which includes being found in possession of unauthorised material in the examination.
 - b) Disobedience to any instruction given by a supervisor.
 - c) Causing a disturbance of any kind or upsetting the conduct of the examination.
 - d) Being under the influence of non-prescribed medication, drugs or alcohol.
 - e) Communicating with anyone other than the exam supervisor after raising your hand.
 - f) Absolutely **no mobile phones** or **electronic devices** are to be in your possession or on the desk during an exam. They are to be switched off and left in your school bag at the back of the Hall.
7. All candidates must arrive 15 minutes before the start of the exam. Students should meet at the silver seats outside the hall where they will be directed inside for the examination.
8. Candidates will not be allowed to leave the examination room during the first half of the exam or in the last 30 minutes.
9. If you do not make a serious attempt in any examination, you may not receive a mark in that course and may not be eligible for a result in that subject.
10. You should phone the school before the start of an Examination if you are unable to attend. In the case of illness, accident or misadventure, a candidate may not be given the opportunity to sit for the examination or complete an alternate task at a later time.

Where a Doctor's Certificate is supplied, it **must state your inability to do the examination** and be presented to the Deputy Principal and/or Head Teacher of that subject immediately upon return. If there is another reason for the misadventure, independent evidence must be supplied with the date, time and reason of the impacts on the examination. (Refer to the Assessment Handbook for information regarding this process).



HSC ASSESSMENT TASK APPEAL

NAME OF STUDENT: _____ ROLL CALL: _____

COURSE/SUBJECT: _____ TEACHER: _____

NAME OF ASSESSMENT TASK: _____ DUE DATE OF ASSESSMENT TASK: _____

DATE OF THIS APPLICATION: _____
(Attach copy of the Task)

Reason for appeal:

Student's reasons for the application (Describe in detail the nature of the issue that affected your ability to complete or submit the assessment task).

- ☐ The administration of the task. Such as, inequitable processes being applied in the management of a task or student(s) gaining unfair advantage as a result of cheating, prior knowledge or unauthorised times extension.
- ☐ Whether the task conforms to the school's assessment policy as described in this assessment handbook. Such as, failing to notify that a task is assessable or not including a notified task in the assessment marks.

Please explain your reasons for this appeal:

Response from your Class Teacher/Head Teacher about your claim. CT/HT Name: _____

Appeal Result

Assessment Review Panel: _____

Decision and reason: _____

Panel Members' signatures: _____

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