

Glen Innes High School



Year 12 Assessment Manual 2022-2023



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Rationale

The procedures outlined in this manual reflect the schools' Assessment Policy that has been developed in line with requirements and best practice as indicated by the NSW Educational Standards Authority (NESA) and NSW Department of Education (DoE). Please refer to the NESA website for more information.

<http://www.educationstandards.nsw.edu.au>

Students will be issued with a copy of the 2022 Higher School Certificate (HSC) Rules and Procedures guide. The main rules and requirements for the HSC are set out in this guide. This must be read by all students entered for an HSC course.

This guide is for students entered for HSC courses in 2023.

The Education Act 1990 (NSW) governs the award of the HSC. The NSW Education Standards Authority (NESA), under this Act, grants certificates to students who comply with the Act and NESA requirements.

Students can obtain more detailed explanations of the rules and requirements by referring to the Assessment Certification Examination (ACE) website: <https://ace.nesa.nsw.edu.au/>.

Last reviewed 2022.

Student Responsibilities

1. To read and keep the Assessment Booklet in an accessible place for reference.
2. To note any changes given by teachers to assessment task schedules. Changes (and clarification where required) will be issued in writing.
3. To complete tasks to the best of your ability by the required date.
4. To provide appropriate documentation when requesting considerations for any variation to the assessment task requirements, e.g. Assessment Task Variation Form.

Procedures

2.1 - Assessment Schedule Time Frame

Each faculty will provide students with an assessment schedule to provide them with a timeframe for assessment tasks. The schedule will allow students to plan assessments so that there will not be an overload of tasks in any one period. If students encounter problems with too many tasks scheduled at the same time, they should see the Year Advisor immediately.

Students must be informed of the ACTUAL date of the assessment task in writing. Typically, this should occur 14 calendar days before the task.

No assessments should be scheduled in the week immediately prior to a major examination period. Students should devise their own diary of assessment tasks.

2.2 - Notification of Assessment Tasks

The due date for an Assignment or other Assessment Task will typically be notified in writing at least 14 calendar days before the task.

In some circumstances, it may be necessary to alter the Assessment Schedule. When this occurs, students MUST be informed of any changes in writing, and typically 14 calendar days in advance.

The Principal is to be consulted if it is not possible to give 14 days' notice for changed tasks.

If it occurs that an assessment task has been scheduled at a time which subsequently coincides with industrial action by staff, or whole school events, e.g. carnivals, then the task will be postponed until the next available day and students will be informed in writing of the re-scheduled date of the task in advance.

2.3 - Absence from Class When A Task Notification Is Given

Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up on that work. The same conditions apply if they are absent when an Assessment Task is notified. Absentees on issue dates are not entitled to any automatic extension of time for the task.

2.4 - Feedback on Draft Versions of Assessment Tasks

Students can submit one plan of a task, and one draft of a task for the purpose of feedback from their class teacher.

Drafts or plans being submitted for consideration are to be delivered to teachers no later than 3:30pm. No drafts will be accepted by teachers in the three school days before the due date.

2.5 - Submission of Tasks

For assignments which are completed outside the classroom, all tasks are to be submitted by the due date prior to class. All tasks submitted after this time will be deemed LATE (see Late Submission of Tasks).

Students who absent themselves from school or lessons on the due date to complete a task may be given zero for that task.

2.6 - Leave

If a student has been granted leave (to attend a school commitment, work placement, sport representation) and will be absent from school on the day an assessment task is due for submission, they must notify their teacher in writing prior to the leave using the Assessment Task Variation Form.

The assessment task should be submitted on the day prior to the leave. The granting of a possible concession / extension is at the discretion of the Principal.

2.7 - Excursions

Some subject rules require students to undertake compulsory field study. Other subject assessment schedules link assessment tasks to excursions and special study days. In the case of absence from such activities, the student must arrange for prior notice to be provided in writing. The granting of a possible concession in such a case is at the discretion of the Principal. This concession may take the form of a report submitted on the basis of consultation after negotiation with the Class Teacher and Head Teacher.

2.8 - Extensions To Due Dates or Special Considerations

An extension to the due date of an assignment may be approved by the Head Teacher, in consultation with Principal, only in cases of severe illness or other exceptional circumstances. Approval for an extension MUST be sought well in advance of the due date. A medical certificate will be required in cases of illness. You must submit to the Head Teacher an Assessment Task Variation Form. If your extension is not granted, you must submit the incomplete task on the due date. Unless prior application for an extension has been approved by the Head Teacher in consultation with Principal, the late submission of a task will result in ZERO marks being awarded for that task (see Section 2.20 below).

2.9 - Absence Due To Illness / Misadventure for Whole School Day

It is the STUDENT'S responsibility to perform/submit all tasks, which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time.

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

A student who is absent from school for a valid reason on the day of an assessment task or when a piece of work is due to be handed in, has the responsibility to ensure that the entire work is submitted to the relevant teacher by the due date or to carry out the following procedures:

ASSESSMENT VARIATION CHECKLIST

If a student has a valid reason for not submitting an assessment task on the due date he / she should:

Notify the school on or before the due date in writing / in person

OR

Phone the school and provide the following information:

- *Name*
- *Assessment Task Details*
- *Subject*
- *Subject Teacher*
- *Details of the Illness / Misadventure*

On the day the student returns to school he / she must:

- *Report to the Head Teacher of the subject immediately*
- *Hand in Assessment Task Variation Form*
- *Hand in Doctor's Certificate (or other supporting documentation)*
- *Hand in the Assessment Task or organise time to complete the task.*

If more than one assessment task is due, students must provide details of all tasks when notifying the school.

Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered a valid misadventure, warranting consideration, will depend on the circumstances of the event and the documentary evidence that is handed in to support the misadventure claim.

The following circumstances are examples of situations where consideration CANNOT be given:

- *Routine medical appointments (unless arrangements are made PRIOR to the date)*
- *social visits; too tired*
- *Illness without appropriate supporting documentation (e.g. Doctor's certificate)*
- *Misadventure without reasonable proof*
- *Misunderstood times or instructions given.*

2.10 - Prior Knowledge of Absence

If students know in advance that they will be absent (including but not limited to school excursions, medical appointments, work placements, representative sport, or other representative activities) on the day that an assessment task is to be done/submitted, they must NOTIFY THE HEAD TEACHER AND THE CLASS TEACHER, and submit the work the day prior to leave as stated in Section 2.5. Students who fail to submit the task before the due date and do not arrange for its submission on the due date MUST complete an Assessment Task Variation Form as in Section 2.7.

2.11 - Illness or Misadventure Occurring at School on the Day Of The Task

A student who becomes ill or suffers a misadventure at school on the day of an assessment task must report to the Office, the Year Advisor or the relevant teacher. If the student is ill but decides to do the assessment task, the student should notify the supervising teacher before the assessment task commences. A student adversely affected by illness or misadventure on the day of an assessment task may apply for consideration by completing an Assessment Task Variation Form and lodging it as in 2.7 above.

2.12 - Attendance at Scheduled Lessons on Assessment Due Dates

Students must attend ALL their scheduled classes on the day of an assessment, except in cases of illness or misadventure. Any student who does not attend all scheduled lessons on the day of the assessment may be awarded zero marks for the task.

2.13 - Late Submission of Tasks

All out of class assessments are deemed LATE if they are not submitted to the relevant teacher or / Head Teacher by 3.00pm on the due date.

2.131 - Deadline for completion and hand-in of Major Projects for Practical Examinations

Major Projects including folios must be handed in to the supervising teacher by the date and time specified by NESA. No work may be undertaken on projects or folios after this time. An Illness/Misadventure form may be completed and submitted to NESA if required.

2.14 - Marks Awarded For Alternative Tasks / Extensions of Time

In those cases where alternative arrangements have been authorised (in line with procedures listed above), the mark given for the task will be used to estimate the student's level of achievement of the syllabus outcomes assessed by the task. This estimate will be based on a similar task (in format and content), completed at an appropriate, negotiated time, which may include the next examination period. Students will be given prior notification if this is to occur. This is necessary as a substitute task does not always duplicate the same conditions and content as the original task.

2.15 - Technology and Assessment Tasks

Most students now use some form of electronic technology to produce their assignments and assessment tasks. Some assessment tasks will require that students submit the task in electronic form via email to DoE account or Google Classroom, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering his / her ability to submit a task by the due date. Technology failure is NOT a valid reason for failure to submit a task on time.

To minimise problems in relation to technology, students should adhere to the following protocols:

- *When working at home, continually back up all work on the hard drive of your computer and on an external storage device such as a flash drive or email account.*
- *When working at school, save the latest version of your work to your personal file on the school server whenever possible, or make use of your student Google drive.*
- *Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school.*
- *Work should be submitted as a PDF file, unless specifically stated otherwise by the task.*
- *Save a copy of the final version of your task to an email address, as well as bringing it to school on a flash drive.*
- *Submissions on flash drive must be opened and checked in the presence of the teacher.*
- *To submit a hard copy of your task, print the task at home, firstly to avoid any software compatibility problems, and secondly the school computers may not always be available. If you are unable to print your work at home, download the task onto a flash drive and bring it to school for printing. Inform your teacher of this. Printing at school should only be a last resort.*
- *In the event you are unable to upload to Google classroom, students are to email tasks to the appropriate teacher using their student DoE account or submit a dated hard copy.*
- *Sending a link/share to a Google Document is NOT an acceptable method of submission. Google documents need to be submitted via the classroom or saved as PDF and emailed to teachers.*
- *Teachers may choose to provide feedback electronically, however, they will also provide a hard copy of this feedback to individual students.*

2.16 - Electronic Submission of Tasks

Tasks that are required to be submitted electronically must follow the instructions stipulated on task.

This may involve submission via, Google Classroom, or email. Where a task is to be submitted by email, students MUST use their DoE email account and send their assignment to the relevant teacher's DoE email account.

If an online submission service is unavailable or suffers technical problems, students should email their assignments to the school's email address as a contingency:

gleninnes-h.school@det.nsw.edu.au

2.17 - Presentation Style Tasks

Students must be ready to present their task from the specified due date. Students must submit all elements of the task (this may include their palm cards, digital files, and any other resources required) by the specified lesson on the due date, in the manner specified by the task notification.

2.18 - Non-Attempt of Tasks

When a student does not attempt a task:

- *a ZERO mark will be awarded for the task*
- *the task will be recorded as a non-attempt*
- *parents / guardians will be informed by letter (Zero Letter Appendix 5.6)*
- *Notification of the letter will be forwarded to the Principal, Deputy Principal, and Year Advisor.*
- *An investigation of how this non-attempt may affect the "50% Regulation" will occur (see Section 2.18).*

2.19 - Non-Genuine Attempt of Tasks

Students must make a genuine attempt at all assessment tasks. If, in the opinion of the class teacher, a student makes a non-genuine attempt at a task, it will not be marked and it will be treated in the same manner as a non-attempt of the task (see Section 2.17).

A non-genuine attempt is when a student submits an assessment task which shows little or no thought/ effort, which is generally incomplete, or which has been answered frivolously. A genuine attempt is the presentation of an assessment task which meets the requirements of the set task, and which has been done to the best of the student's ability.

2.20 - Completion Of 50% of Total Value of Tasks

Students studying a Year 12 Course **MUST COMPLETE AND/OR MAKE A GENUINE ATTEMPT** at assessment tasks (including examinations) which contribute in excess of 50% of the total marks for the course. If this is not the case, the Principal must certify that the course has NOT been satisfactorily completed. The Principal will warn students (and their parents/guardians) in advance if they are in danger of not meeting the assessment requirements of the course.

2.21 - Malpractice in Assessment Tasks

What is malpractice?

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- *copying someone else's work in part or in whole, and presenting it as your own*
- *using material directly from print or digital mediums without reference to the source*
- *building on the ideas of another person without reference to the source*
- *plagiarism such as buying, stealing, or borrowing another person's work and presenting it as your own*
- *submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially*
- *using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement*
- *paying someone to write or prepare material*
- *breaching school examination rules*
- *cheating in an in-class assessment/examination, including having access to mobile devices*
- *using non-approved aids during an assessment task*
- *providing false explanations to explain work not handed in by the due date*
- *assisting another student to engage in malpractice.*

Deliberate acts of malpractice may occur if a student feels that their own efforts may be inadequate, or if they feel unable to cope with the consequences of poor performance.

Unintentional acts of malpractice may occur if students are poorly prepared or do not know how to acknowledge the contribution made by others to their work.

Strategies for students to avoid malpractice include:

- *familiarising themselves with their obligations and responsibilities of authorship to comply with the HSC rules and procedures and the HSC: All My Own Work program*
- *being aware of due dates, keeping an up-to-date diary of all their assessments, activities and commitments, and allocating their time effectively*
- *starting tasks early so that they can seek clarification if needed*
- *saving all drafts and support materials and recording sources/references the way so the reference list does not become a major task at the end*
- *frequently saving and backing up all computer work; technology failure is generally not an acceptable excuse for submitting work late*
- *acknowledging that each student's mark will be determined by the quality of the work produced by the student only.*

2.21.1 - Copying and Non-Original Work

Where there is evidence of copying, or where outside sources are used but not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work. This may also result in a zero for the task or may be considered a non-serious attempt (see Section 2.18).

2.21.2 - Cheating

If a student is found to be cheating (or assisting others to cheat) in any assessment task (including examinations), the task will score zero, parents/guardians will be informed, and the school may take further action as appropriate.

2.21.3 - Rules For Student Conduct In Examinations

If an Assessment Task is an examination, a student must:

- *not speak to any person other than a supervisor during the examination*
- *not behave in any way likely to disturb the work of any other student, or upset the conduct of the examination*
- *not take into the examination room anything other than the equipment specified for the particular examination*
- *not cheat, copy or plagiarise from textbooks, notes or prepared materials.*
- *not have access to a mobile phone / electronic device.*

2.21.4 - Malpractice

Any student found to have been involved in malpractice in a Preliminary course will have their name noted in the school's malpractice register. Any student found to have been involved in malpractice in a HSC course will be lodged with NESAs. Information detailed in this register is the student, subject concerned, nature of the offence and the penalty applied by the school.

A committee will review cases of suspected malpractice and make determinations of appropriate actions and make recommendations to the Principal.

2.22 - Zero Marks

ZERO is awarded to:

- *a non-attempt at a task*
- *a non-genuine attempt at a task*
- *a task submitted late (without a VALID reason).*

In such cases:

- *parents/guardians will be notified in writing*
- *the Principal, Head Teacher and Year Advisor will be notified*
- *An investigation of how this non-attempt may affect the completion of 50% total value of tasks (see Section 2.19).*

2.23 - Invalid or Non-Discriminating Tasks

In the case of a task not discriminating (i.e. failing to differentiate results) between students, being invalid or having problems associated with its administration, the school reserves the right to disallow (and omit) that task from the assessment program. In these circumstances the school may add another task (with sufficient notice), and/or adjust the weightings accordingly, upon approval by the Principal. Students and parents will be notified.

2.24 - Course Changes, Late Enrolments, Accelerated Students & Pathways Students

For students changing courses, the Principal must be satisfied that they will be able complete all course outcomes before the completion of the Year 12 course. NESA entrance and completion dates for courses must be adhered to.

Accelerated Students should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program.

Pathways students are to meet the same course requirements as other students. In the case of a Pathways student who is repeating a course where a major work or project is required, the major work or project entered or marked in a previous year cannot be resubmitted.

2.25 - Parallel Classes

When there is more than one class in a particular course, common assessment tasks will be administered, and arrangements made for marking procedures that maintain relativity across all classes.

2.26 - Reporting

During each course, the school will provide information to students which will show their level of achievement on identified course outcomes.

Formal school reports will be issued by the school at a point midway through the course and at the completion of the course. These reports will indicate cumulative assessment ranks, and examination marks.

2.27 - Warning of 'N' Determination

Students undertaking the HSC Program must make a genuine attempt to complete course requirements. The satisfactory completion of a course requires principals to have sufficient evidence to show that the student has:

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

If it appears that a student is at risk of being found unsatisfactory in attendance, application or achievement of outcomes in any course, the Principal must:

- a) *advise the student of the problem, in writing, allowing sufficient time for the problem to be corrected*
- b) *be corrected*
- c) *advise the parent/guardian, in writing*
- d) *retain copies of relevant documentation.*

2.28 - Conflict of Interest

Where possible, it is desirable that the school does not allocate classroom teachers to classes containing their own children. However, when this is not possible the following protocol will be followed.

The protocol provides guidance where a classroom teacher is teaching their own child in Year 7-12 courses or marking assessment tasks of their own child and are designed to ensure fairness for both students and teachers.

Should the school consider that the best option for the whole class is to have the classroom teacher allocated to a class containing their own child, or in situations where a parent marking their own child's assessment task is unavoidable, then the following protocols are designed to cover 'perceived conflict of interest' situations.

This is to ensure that the teacher's child is neither advantaged nor disadvantaged, and the teacher's integrity is not brought into question.

Should circumstances change whereby these protocols prove unworkable, the HT shall liaise with Principal to develop suitable amendments.

Exams will be placed in a secure environment. (i.e. School Safe, with sign in and out)

2.28.1 – Setting Tasks

- *HT* and faculty senior teachers designated by HT/Principal meet with classroom teacher to discuss issues arising from teaching of the topic(s).*
- *HT and designated faculty senior teachers develop and publish a warning notice according to the school assessment guidelines.*
- *HT and designated faculty senior teachers develop the question(s) to be used in the task.*
- *HT organises for the typing and printing of the assessment task*
- *HT oversees security of task until the nominated day of the task.*
- *External exams maybe used for trial and final preliminary exam.*

** Where the HT is the parent of the child, this role shall be undertaken by a faculty senior teacher designated by the HT/Principal.*

2.28.2 – Marking Tasks

- *Tasks are marked on a rotational basis according to the faculty marking schedule.*
- *Students are to use HSC student numbers, not names, so that all tasks can be blind marked.*
- *Where the scheduled marker is the parent of a child, a sample of scripts shall be double marked by a faculty senior teacher designated by HT/Principal.*
- *Where further judging is deemed helpful, the HT shall triple mark those scripts requiring clarification.*
- *At the discretion of the HT/Principal, additional marking of a sample of scripts shall be sought from HT/senior teachers outside the school.*

2.29 - Special Provisions

Some students may be eligible for Special Provisions for Assessment Tasks through referral to the school's Wellbeing Team. Students who feel they may need access to these provisions should contact their Year Advisor well in advance.

Special Provisions can include additional time to complete examinations, and provision of readers and writers where appropriate.

2.30 - Appeals

There is an appeal panel within the school. It consists of the Deputy Principal, relevant Year Advisor, and a Head Teacher. The role of the panel is to oversee the implementation of the Assessment Policy and make recommendation to the Principal.

Where the Head Teacher is the teacher responsible for the assessment, he/she may be substituted by the Principal with another suitable staff member, at their discretion.

Where the Year Advisor is the Teacher responsible for the assessment, he/she may be substituted by the Principal with an alternative staff member, at their discretion.

Vocational Education Assessment

3.1 - School Based VET Assessment Policy

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

- *Units towards Preliminary and HSC qualification*
- *Competencies which can lead to a statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF).*

Students will be assessed in both areas during each VET Course.

3.1.1 - AQF Assessment

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency Based Assessment means that students work to develop the competencies skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in Competency Based Assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

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

- *WHS requirement*
- *Cost*
- *Time frame*
- *Supervision required*
- *Resource availability*

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

3.1.2 - Higher School Certificate

Students will be awarded units towards their Preliminary and HSC by studying a VET Course.

Some VET Courses e.g. Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admissions Rank (ATAR).

As with all HSC courses, NESAs procedures apply to all VET Courses. (Refer to school NESA procedures). VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the achievement of competency, AQF qualification will be assessed by NESA separately.

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

No Assessment mark for VET Courses is required by the NESA. An estimated examination mark for students entered for the HSC written examination must be submitted. This mark will be used only in the case of an illness/disadvantage appeal.

The estimate mark will reflect each student's achievement on one or more written tasks, similar in nature to the HSC examination. A trial HSC examination mark would be a suitable task.

3.1.3 - Work Placement

Work Placement is a mandatory requirement of curriculum framework VET courses. Mandatory hours are as follows:

- 120 hour course - a minimum of 35 hours in a workplace
- 240 hour course - a minimum of 70 hours in a workplace

Failure to comply with mandatory workplace hours will mean that students have not fulfilled the NESA course requirements. Penalties will occur if, mandatory hours are not met. Learning in the workplace will enable students to:

- *progress towards the achievement of industry competencies*
- *develop appropriate attitude towards work*
- *learn a range of behaviours appropriate to the industry*
- *practise skills acquired in a classroom or workshop*
- *develop additional skills and knowledge, including key competencies*

Note:

- *The Information Technology Course may simulate 35 hours of work placement. This must be documented and authorised by the school.*
- *In the Entertainment Industry course, it is permissible for up to 50% of work placement to be undertaken in other entertainment production environments intended for public performance, including school productions. Evidence must be documented and authorised by school.*

3.1.4 - Assessment Schedule

Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency.

3.1.5 - Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

3.1.6 - RPL - Recognition of Prior Learning

Students may apply for recognition of prior learning with evidence.

3.2 - School Based Apprenticeships and Trainees

As a School-based Apprentice or Trainee students have added responsibilities to meet. These include:

- *To ensure that the school is aware of your TAFE days and working days.*
- *To catch-up on work missed whilst they are out of school.*
- *Not take on extra days of work during the school week unless approved by the Principal.*
- *Show your log book to the Careers Advisor once a term.*
- *Inform the school if you are not available for assessment work or exams due to your work commitments and complete the Assessment Task Variation form for each task being missed.*

The most important thing to remember is that this is a school-based activity and regular attendance at school is mandatory and will determine your continuation in this program.

3.3 - Students Attending TAFE (TVET)

Attending TAFE entails students undertaking extra responsibilities other than the school program. These include-:

- *Regular attendance at TAFE and school*
- *Catching-up of school work missed due to TAFE attendance*
- *Travel away to TAFE this is to be organised through your parents/carers*
- *Whilst away from the school environment, adherence to the code of conduct of Glen Innes High School or disciplinary measures will be taken*
- *Dress appropriately whilst attending TAFE and follow the Code of Conduct of the TAFE you are attending.*

Students Studying Through Distance Education

Studying through Distance Education requires extra responsibilities. These include-:

- Completion of your studies in the Library in the periods allocated. Report to the Librarian for attendance checking.
- Hand in work when it is due to Mrs Muggleton the Distance Education Coordinator or electronically as outlined by your Distance Education Teacher. If you are experiencing problems with this you MUST contact your Distance Education Teacher.
- Remember you are under the supervision of the Distance Education School and you must correspond with your teacher.
- Maintain contact with your teacher, as arranged, via phone, email and or video conferencing.
- Be aware that procedures for assessments apply to ALL Distance Education Courses including adhering to due dates and special considerations.
- The Distance Education School operates on a different whole school assessment to Glen Innes High School. You are responsible for maintaining your attendance schedule and collection of subject materials, regardless of commitments at Glen Innes High School.

Assessment for Life Skills Students

Students completing Life Skills Stage 6 will have a set of outcomes which will differ from those of mainstream students. Any Examination or Assessment Task, required by the students completing a Life Skills course, will need to be notified or adjusted to assess the student's performance on the outcomes identified in any set course.

Adjustments to Assessment task; a student may complete a different task or may do the task verbally.

It is expected that students completing Life Skills Courses in the mainstream setting, will have some form of modified/adjusted assessment implemented.

Expectation of students in terms of indicative hours and effort sustained, should be the same as those in mainstream courses.

Appendices

Glen Innes High School

Appendix A

Assessment Task Variation Form

Principal Determination			
Principal Signature		Date	

This form is to be used when a student has not submitted or been present for an Assessment Task

<input type="radio"/> ILLNESS Absence on the day of the task due to illness	<input type="radio"/> MISADVENTURE Something unexpected occurs on the day of the task	<input type="radio"/> SPECIAL CONSIDERATION Some reason you cannot sit/submit the task when scheduled
---	---	---

Name		Course	
Task Number		Task Description	
Due Date/ Time		Teacher	Teacher Initials

I declare that I was/or will be absent from school on the above date and therefore was/am unable to complete, submit or be present for the above task for the following reasons:

--	--

The following documentary evident is attached (e.g. Doctor's Certificate, Funeral Notice, Parent Letter):

--

Excursion Organising Teacher Signature		Date	
The school was contacted by phone?	<input type="radio"/> YES <input type="radio"/> NO	Date	

Student Signature		Date	
Parent/Guardian Signature		Date	

Head Teacher Recommendation			
Head Teacher Signature		Date	

ASSESSMENT TASK REGISTER

COURSE	
TASK NUMBER	
TASK WEIGHT	%
DATE OF NOTIFICATION	
DUE DATE	

STUDENT NAME	TASK RECEIVED <i>Student Signature</i>	DATE RECEIVED	TASK SUBMITTED <i>Student Signature</i>	DATE SUBMITTED	TASK RETURNED <i>Student Signature</i>	DATE RETURNED

Glossary of NESA Key Words

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

'N' Determination Letter Template



Glen Innes High School

Edward Street
Glen Innes NSW 2370
Ph: 02 6732 1322
Fax:

Email: gleninnes-h.school@det.nsw.edu.au

Mr & Mrs <Surname>
<Address>
GLEN INNES NSW 2370

<Date>

Ref. No: 000XXXXX

N Award Official Warning - Non Completion of a Higher School Certificate Course

Dear Mr & Mrs <Surname>

I am writing to advise that your child <Student> is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course <Subject>.

Course Completion Criteria

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

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

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as the **First Official Warning** we have issued concerning your child's participation in <Subject>.

A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date <Student> has not satisfactorily met criteria a, b and c of the Course Completion Criteria.

Please discuss the matter with <Student> and contact the School if further information or clarification is needed.

Yours Faithfully,

<Teacher's Name>, Head Teacher

Mr Adam Forrester, Principal

Glen Innes High School Year 12 Assessment Manual 2022-2023

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for to satisfy the Course Completion Criteria, the following task requirements or outcomes need to be satisfactorily completed/achieved.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Operations	XX%	<Due Date>	Complete Task	<Due Date>

(Please detach and return to the school)

Ref. No: 000XXXXX

I have received the letter dated <Date> indicating that <Student> is in danger of not satisfactorily completing <Subject>.

I am aware that this course may not appear on <Student's> Higher School Certificate Record of Achievement. I am also aware that the 'N' Determination may result in <Student> being ineligible for the award of Higher School Certificate.

Signature of parent/guardian _____

Date _____

Signature of student _____

Date _____

Subject Assessment Schedules

Agriculture 2022-2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Response to short answer questions Plant/animal production	Farm product report Farm product study	Research Farming for the 21 st Century	Trial HSC Examination	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3, Week 2	Term 3, Weeks 4-5	
Outcomes assessed	H1.1, H2.1, H2.2	H3.1, H3.2, H3.3, H3.4	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.4, H5.1	
Component					Weighting %
Knowledge and understanding of course content	10	5	5	20	40
Knowledge, understanding and skills required to manage agricultural production systems	10	10	5	15	40
Skills in effective research, experimentation and communication	10	5	5		20
Total %	30	20	15	30	100

Outcomes

- H1.1** explains the influence of the physical, biological, social, historical and economic factors on sustainable agricultural production
- H2.1** describes the inputs, processes and interactions of plant production systems
- H2.2** describes the inputs, processes and interactions of animal production systems
- H3.1** assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products H3.2 critically assesses the marketing of a plant OR animal product
- H3.3** critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4** evaluates the management of the processes in agricultural systems.
- H4.1** justifies and applies appropriate experimental techniques, technologies, research by methods and data presentation and analysis in relation to agricultural problems and situations.
- H5.1** evaluates the impact of innovation, ethics and current issues on Australian agricultural systems.

Ancient History 2022-2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Assignment Task Cities of Vesuvius: Pompeii and Herculaneum	Assignment Task Ancient Societies Greece Persian Wars	Historical analysis Daily Life in Greece and Pericles	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 8	Term 3, Week 4-5	
Outcomes assessed	AH12-6 AH12-8 AH12-9 AH12-10	AH12-1 AH12-2 AH12-3 AH12-9	AH12-5 AH12-6 AH12-8 AH12-9	AH12-3 AH12-4 AH12-6 AH12-7	
Component					Weighting %
Knowledge and understanding of course content	10	10	5	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	25	25	25	25	100

Outcomes

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

Biology 2022-2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Practical/ Research Heredity: Genetic Variation	Depth Study Genetic Change: Genetic Technologies	Practical/ Research Infectious Disease: Prevention Procedures	Yearly Exam (trial)	
Timing	Term 4, Week 9	Term 2, Week 1	Term 2, Week 7	Term 3, Weeks 4-5	
Outcomes assessed	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-12	BIO11/12-6, BIO11/12-7, BIO12-13, BIO11/12-1, BIO11/12-3	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO12-14	BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-15	
Component					Weighting %
M5 - Heredity	20%			5%	25%
M6 - Genetic Change		25%		5%	30%
M 7 - Infectious Disease			20%	10%	30%
M 8 – Non-Infectious Disease & Disorders		5%		10%	15%
Total %	20%	30%	20%	30%	100%
Skills in Working Scientifically	10%	20%	10%	20%	60%
Knowledge and Understanding	5%	10%	10%	15%	40%

Outcomes

- BIO11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5** analyses and evaluates primary and secondary data and information
- BIO11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7** 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.

Business Studies 2022-2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Marketing Plan	Topic Test: Operations	Case Study: Finance	Trial HSC All Topics	
Syllabus Content	Marketing	Operations	Finance	All Topics	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	H4, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	H5, H6, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Component					Weighting %
Knowledge and understanding of course content	5	15	5	15	40
Stimulus-based Skills		5	5	10	20
Inquiry and research	15		5		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	25	20	30	100

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

Community and Family Studies 2022-2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Independent Research Project	Investigation and Report Issues of concern for a group	Scenario Parenting and Caring	Trial Exam	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	H4.1, H4.2	H2.2, H2.3, H3.1, H3.3, H5.1, H6.2	H1.1, H2.1, H3.2, H3.4	H1.1 to H6.2	
Component					Weighting %
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communication	15	15	15	15	60
Total %	20	25	25	30	100

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
- 7.1** appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2** develops a sense of responsibility for the wellbeing of themselves and others
- 7.3** appreciates the value of resource management in response to change
- 7.4** values the place of management in coping with a variety of role expectations

Chemistry Glen Innes High 2022-2023

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Depth Study Module 5	Module Review Module 5 – Module part 6	Practical Skills Assessment Modules 5, 6 and 7	Trial HSC Examination Module 5, 6, 7 and 8	
	Term 1, Week 5	Term 1, Week 10	Term 2, Week 7	Term 3, Week 4- 5	
	Outcomes assessed CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-7 CH12-12	Outcomes assessed CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13	Outcomes assessed CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH12-13 CH12-14 CH12-15	Outcomes assessed CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Skills in Working Scientifically	15	15	20	10	60
Knowledge and Understanding	5	10	5	20	40
Total %	20	25	25	30	100

HSC Chemistry Course Outcomes:

A student:

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

Design and Technology 2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Project Proposal Presentation	Innovation and Emerging Technology Case Study*	Project Modelling and Testing Presentation	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 10	Term 3, Week 4-5	
Outcomes assessed	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
Component	Weighting %				
Knowledge and understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60
Total %	20	20	30	30	100

* Mandatory task

Outcomes

- H1.1 critically analyses the factors affecting design and the development and success of design projects
- H1.2 relates the practices and processes of designers and producers to the major design project
- H2.1 explains the influence of trends in society on design and production
- H2.2 evaluates the impact of design and innovation on society and the environment
- H3.1 analyses the factors that influence innovation and the success of innovation
- H3.2 uses creative and innovative approaches in designing and producing
- H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 evaluates the processes undertaken and the impacts of the major design project
- H5.1 manages the development of a quality major design project
- H5.2 selects and uses appropriate research methods and communication techniques
- H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
- H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development.

English Studies 2022-2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Common Module: Texts & Human Experiences Narrative <i>Past The Shallows</i>	Module A: We are Australians Feature Article <i>Anh's Brush with Fame</i> <i>Henry Lawson</i>	Module J: In The Marketplace Multimodal Presentation <i>Shark Tank / Event sales pitch</i>	Course Module Summary Collection of work & reflection	
Draft Due	Term 4, First lesson Week 10	Term 2, Last lesson Week 1	Term 3, Last lesson Week 1	End of each term	
Final Due	Term 1, First lesson Week 3	Term 2, Last lesson Week 3	Term 3, Week 4/5 (Exam block)	Term 3, 2 nd lesson Week 6	
Outcomes assessed	ES12-1, ES12-6, ES12-8	ES12-3, ES12-6, ES12-9	ES12-2, ES12-3, ES12-5	ES12-1, ES12-4, ES12-10	
Components					Weighting %
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	50
Total %	25	25	25	25	100

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 2022-2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Common Module: Texts & Human Experiences Narrative and Reflection <i>Past the Shallows</i>	Module B: Close Study of Literature Essay <i>Oodgeroo Noonuccal</i>	Module A: Language, Identity and Culture <i>Multimodal Presentation & critical review</i> <i>The Castle</i>	Module C: Craft of Writing Trial Exams Papers 1 & 2 <i>Modules A, B, C & Common texts</i>	
Draft Due	Term 4, First lesson Week 10	Term 2, Last lesson Week 1	Term 2, Last lesson Week 9	N/A	
Final Due	Term 1, First lesson Week 3	Term 2, Last lesson Week 3	Term 3, Last lesson Week 2	Term 3, Week 4/ 5 (Exam block)	
Outcomes assessed	EN12-5, EN12-6, EN12-9	EN12-3, EN12-6, EN12-8,	EN12-2, EN12-4, EN12-7,	EN12-1, EN12-3, EN12-4,	
Components					Weighting %
Knowledge and understanding of course content	10	15	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total %	25	25	25	25	100

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 Advanced 2022-2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Common Module: Texts & Human Experiences Narrative & Reflection <i>Past The Shallows</i>	Module A: Textual Conversations Essay <i>Richard III & Looking for Richard</i>	Module B: Critical Study of Literature Multimodal Presentation and Reflection <i>Under Milkwood – Dylan Thomas</i>	Module C: Craft of Writing Trial Exams Papers 1 & 2 <i>Modules A, B, C & Common texts</i>	
Draft Due	Term 4, Last lesson Week 10	Term 2, Last lesson Week 1	Term 2, Last lesson Week 9	N/A	
Final Due	Term 1, First lesson Week 3	Term 2, Last lesson Week 3	Term 3, Last lesson Week 2	Term 3, Week 4/ 5 (Exam block)	
Outcomes assessed	EA12-5, EA12-6, EA12-9	EA12-3, EA12-6, EA12-7	EA12-2, EA12-8, EA12-9	EA12-1, EA12-3, EA12-4,	
Components					Weighting %
Knowledge and understanding of course content	10	15	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total %	25	25	25	25	100

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

HSC ENGLISH EXTENSION 1 ASSESSMENT SCHEDULE 2023

Task Number	Task 1	Task 2	Task 3	
Nature of task	Imaginative response & critical reflection	Critical response with related text	Trial HSC Examination	
Draft Due	Term 1 First Lesson Week 4	Term 2 Last Lesson Week 8	NA	
Final Due	Term 1 First Lesson Week 6	Term 2 Last Lesson Week 10	Term 3 Week 4/ 5 (Exam block)	
Outcomes assessed	EE12-2, EE12-4, EE12-5	EE12-1, EE12-3, EE12-4	EE12-2, EE12-3, EE12-5	
Components				Weighting %
Knowledge and understanding of texts and why they are valued	15	15	20	50
Skills in complex analysis composition and investigation	15	15	20	50
Total %	30	30	40	100

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.

HSC ENGLISH EXTENSION 2 ASSESSMENT SCHEDULE 2023

Task Number	Task 1	Task 2	Task 3	
Nature of task	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
Draft Due	Term 1 Week 3	Term 2 Week 5	Term 3 Week 2	
Final Due	Term 1 Week 5	Term 2 Week 7	Term 3 Week 6	
Outcomes assessed	EEX12-1, EEX11-4, EEX12-5	EEX12-1, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Components				Weighting %
Knowledge and understanding of texts and why they are valued	20	15	15	50
Skills in complex analysis composition and investigation	20	15	15	50
Total %	40	30	30	100

Outcomes:

EEX12-1 Demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology.

EEX12-2 Strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context.

EEX12-3 Applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition.

EEX12-4 Undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea.

EEX12-5 Reflects on and evaluates the composition process and the effectiveness of their own published composition.

HSC Food Technology Assessment Schedule 2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Contemporary Nutrition Issues	Food Product Development	Food Manufacture and Processing	Trial HSC Examination	
Timing	Term 4, Week 6	Term 1, Week 6	Term 2, Week 5	Term 3, Weeks 3–4	
Outcomes assessed	H2.1, H3.2, H4.1, H5.1	H1.3, H4.1, H5.1	H1.1, H4.2, H5.1	H1.1, H2.1, H5.1	
Component	Weighting %				
Knowledge and understanding of course content		5	5	30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10		30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10		30
Total %	20	25	25	30	100

Students will develop:

1. knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society
2. knowledge and understanding about the nature of food and human nutrition and an appreciation of the importance of food to health
3. skills in researching, analysing and communicating food issues
4. skills in experimenting with and preparing food by applying theoretical concepts
5. skills in designing, implementing and evaluating solutions to food situations.

A student:

H1.1 explains manufacturing processes and technologies used in the production of food products

H1.2 examines the nature and extent of the Australian food industry

H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations

H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment

H2.1 evaluates the relationship between food, its production, consumption, promotion and health

H3.1 investigates operations of one organisation within the Australian food industry

H3.2 independently investigates contemporary nutrition issues

H4.1 develops, prepares and presents food using product development processes

H4.2 applies principles of food preservation to extend the life of food and maintain safety

H5.1 develops, realises and evaluates solutions to a range of food situations

Course: Numeracy CEC**Subject: Mathematics****No of Units: 2 units****Length: 2 years**

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment	Assignment	Assignment	Assignment	
	Units: 3.1, 3.2, 3.3, 3.4	Units: 3.4, 3.5	Units 4.1, 4.2	Units: 4.1, 4.3	
	Term 4, Week 7	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 2	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	N6-1.1	N6-1.1	N6-1.1	N6-1.1	
	N6-1.2	N6-1.2	N6-1.2	N6-1.2	
	N6-1.3	N6-1.3	N6-1.3	N6-1.3	
	N6-2.1	N6-2.2	N6-2.1	N6-2.1	
	N6-2.2	N6-2.5	N6-2.3	N6-2.2	
	N6-2.4	N6-3.1	N6-3.1	N6-2.3	
	N6-2.5	N6-3.2	N6-3.2	N6-2.4	
	N6-3.1			N6-3.5	
	N6-3.2			N6-3.1	
				N6-3.2	
Understanding, Fluency and Communicating	12	15	10	13	50
Problem Solving, Reasoning and Justification	13	10	15	12	50
Total %	25	25	25	25	100

Outcomes: A student:

N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Course: Mathematics Standard 1**Subject: Mathematics****No of Units: 2 units****Length: 2 years**

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class open book test Topics F1.3, M5	Assignment/ investigation Topics F2, F3, S3.1	In-class task Topics A3.1, M3, S3.2	In- class Task Topics A3.1, M3, M4, M5, F2, F3, S3, N1	
	Term 4, Week 7	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 2	
	Outcomes assessed MS11-2 MS11-5 MS11-6 MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	Outcomes assessed MS1-12-2 MS1-12-5 MS1-12-7 MS1-12-9 MS1-12-10	Outcomes assessed MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	Outcomes assessed MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-10	
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	30	20	30	100

Outcomes:

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

Course: Mathematics Standard 2**Subject: Mathematics****No of Units: 2 units****Length: 2 years**

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class open book test	Assignment/ investigation	In-class topic test	Trial HSC Examination	
	Topics F4.1, F4.2, M7	Topics F4, M6, M7, N2	Topics S4, F5, M6, M7	Topics A4, M6, M7, F4, F5, S4, S5, N2	
	Term 4, Week 7	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 4–5	
	Outcomes assessed MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-10	Outcomes assessed MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-8 MS2-12-9 MS2-12-10	Outcomes assessed MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-10	Outcomes assessed MS2-12-1 to MS2-12-10	
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	30	20	30	100

Outcomes:

MS2-12-1 - uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 - analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 - interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 - analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 - makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 - solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 - solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 - solves problems using networks to model decision-making in practical problems

MS2-12-9 - chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10 - uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Course: Mathematics Advanced**Subject: Mathematics****No of Units: 2 units****Length: 2 years**

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Open book Test Topics: T1, T2, S1, M1	Topic Test Topics: T3, C2, C3, C4	Assignment/ Investigation Topics: C2, C3, C4, S2, M1	Trial HSC examination Topics: F2, T3, C2, C3, C4, M1, S2, S3	
	Term 4, Week 7-8	Term 1, Week 8	Term 2, Week 8	Term 4, Week 4-5	
	Outcome(s) assessed MA12-4 MA12-5 MA12-9 MA12-10	Outcome(s) assessed MA12-1 MA12-3 MA12-5 MA12-6 MA12-10	Outcome(s) assessed MA12-3 MA12-6 MA12-7 MA12-8 MA12-9 MA12-10	Outcome(s) assessed MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-10	
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	30	20	30	100

Outcomes:

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

Course: Mathematics Extension I**Subject: Mathematics****No of Units: 1 unit****Length: 2 years**

Component	Task 1	Task 2	Task 3	Weighting %	
	Open book Class Test Topic: P1, V1, T3, C2, C3	Assignment/ Investigation Topic: V1, C3, S1	Trial HSC Examination Topics: P1, V1, T3, C2, C3, S1		
	Term 1, Week 6	Term 2, Week 6	Term 3, Week 4-5		
	Outcome(s) assessed ME12-1 ME12-2 ME12-3 ME12-7	Outcome(s) assessed ME12-2 ME12-4 ME12-6 ME12-7	Outcome(s) assessed ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7		
Understanding, Fluency and Communicating	17	18	15	50	
Problem Solving, Reasoning and Justification	18	17	15	50	
Total %	35	35	30	100	

Outcomes:

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

Course: Mathematics Extension 2**Subject: Mathematics****No of Units: 1 unit (2 Unit Equivalent)****Length: 1 years**

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class test Open Book Topic: N1,P1	Assignment/ Investigation Topics: N1, N2	Topic test Topics: P1, P2, V1	Trial HSC examination Topics: P1, P2, V1, N1, N2, C1, M1	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 4	Term 3, Week 4-5	
	Outcome(s) assessed MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX12-8	Outcome(s) assessed MEX12-1 MEX12-4 MEX12-7 MEX12-8	Outcome(s) assessed MEX12-1 MEX12-2 MEX12-3 MEX12-7 MEX12-8	Outcome(s) assessed MEX12-1 MEX12-2 MEX12-3 MEX12-4 MEX12-5 MEX12-6 MEX12-7 MEX12-8	
Understanding, Fluency and Communicating	10	12	13	15	50
Problem Solving, Reasoning and Justification	10	13	12	15	50
Total %	20	25	25	30	100

Outcomes:

MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings

MEX12-3 uses vectors to model and solve problems in two and three dimensions

MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems

MEX12-5 applies techniques of integration to structured and unstructured problems

MEX12-6 uses mechanics to model and solve practical problems

MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems

MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Modern History 2022-2023

Task number	Task 1	Task 1	Task 3	Task 4	
Nature of tasks	Source Analysis Core Power & Authority in the Modern World 1919 - 1948	Research (in class response) National Study Japan 1904 -1937	Historical Analysis (hand in task) Peace and Conflict Conflict in Europe	Trial HSC Exam All topics assessed	
Timing	Term 1, Week 10	Term 4, Week 9	Term 2, Week 6	Term 3, Weeks 4-5	
Outcomes assessed	MH12-3, MH12-5, MH12-6, MH12-9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9	MH12-2, MH12-4, MH12-6, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9,	
Component	Weighting %				
Knowledge and understanding of course content	10	5	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations		5	5	10	20
Historical inquiry and research	10	5	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	25	20	25	30	100

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

Music 1 2022-2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Performance	Musicology	Composition/ Aural	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 4-5	
Outcomes assessed	H1, H2, H3, H4, H5	H1, H2, H3, H4, H5	H1, H2, H3, H4, H5	H1, H2, H3, H4, H5, H8, H11	
Component					Weighting %
Core Performance	10		10	5	25
Core Musicology		10			10
Core Composition			10		10
Core Aural			10	5	15
Electives		20		20	40
Total %	10	30	30	30	100

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

Personal Development, Health & Physical Education 2022-2023

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	In – class Research Essay	Mid-Course HSC Past Paper Analysis	Study Project Submission	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 4-5	
Outcomes assessed	H7 – H11, H14 – H16	H1 – H5, H7– H11, H14 – H17	H1 – H17	H1 – H5, H7 – H11, H16 – H17	
Component					Weighting %
Health Priorities in Australia		20	10	10	40
Factors Affecting Performance	15	10	10	5	40
Sports Medicine				10	10
Option of Choice	5			5	10
Total %	20	30	20	30	100

Outcomes

- H1** describes the nature, and justifies the choice, of Australia’s health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequalities
- H4** argues the case for the new public health approach to health promotion
- H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health.
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H12** analyses the influence of socio-cultural factors on the way people participate in and value physical activity and sport
- H13** select and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14** argues the benefits of health promoting actions and choices that promote social justice.
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Physics 2022-23

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Data Analysis	Research	Depth Study	Trial HSC Examination	
	Module 5 Advance Mechanics	Module 6/7 Electromagnetism The Nature of Light	Modules 8 From the Universe to the Atom	Module 5, 6, 7 and 8	
	Term 4, Week 10	Term 1, Week 10	Term 3, Week 2	Term 3, Week 4/5	
Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed		
	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-15	PH11/12-2 PH11/12-3 PH11/12-5 PH12-13	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH12-15	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14	
Skills in Working Scientifically	15	10	15	10	60
Knowledge and Understanding	5	10	15	20	40
Total %	20	20	30	30	100

HSC Physics Course 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.

A student:

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 explains 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

Primary Industry 2022-2023

School Name: **Glen Innes High School- HSC****2023**

Assessment Events for AHC20116 Certificate II in Agriculture (Must be edited to suit school delivery – refer to TAS)			Event 5 Livestock	Event 6 Feed and Water	Event 7 Working in the industry	Event 8 Tractors	Event 13 Work Placement 2*	Event 14 Trial Exam**
			Term 4 Week 10 Date:	Term 1 Week 10 Date:	Term 2 Week 10 Date:	Term 3 Week 10 Date:	Term TBA Week Date:	Term 3 Week 54/5 Date:
Cluster	Code	Unit of Competency						
5	AHCLSK202	Care for health and welfare of livestock	✓					
5	ACHLSK204	Carry out regular livestock observation	✓					
5	AHCLSK205	Handle livestock using basic techniques	✓					
5	AHCLSK206	Identify and mark livestock	✓					
8	AHCLSK209	Monitor water supplies		✓				
8	AHCLSK211	Provide feed for livestock		✓				
3	AHCWRK201	Observe and report on weather			✓			
2	AHCWRK204	Work effectively in the industry			✓			
2	AHCWRK205	Participate in workplace communication			✓			
2	AHCWRK209	Participate in environmentally sustainable work practices			✓			
7	AHCMOM202	Operate tractors				✓		
7	AHC BIO201	Inspect and clean machinery for plant, animal and soil material				✓		
7	AHCMOM304	Operate machinery and equipment				✓		

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Agriculture AHC20116** or a Statement of Attainment toward a **Certificate II in Agriculture AHC20116**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent".

**** Selected units only, to be confirmed by your teacher.** Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

Public Schools NSW, Tamworth RTO 90162 have engaged NESA to issue the credentials within 30 days of course completion for the student cohort. Students must download an electronic copy of their qualification and transcript from their Students Online account available at <https://studentsonline.nesa.nsw.edu.au/go/login/>. Students have access to Students Online up until June of the following year. After which, students can contact NESA for additional copies of their transcript via <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/replacement-certificates>

Society and Culture 2022-2023 Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Research Task Social and Cultural Continuity and Change	Oral Presentation PIP Progress report	Essay: Social Conformity and non-conformity	Trial HSC Examination Written Paper	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 4-5	
Outcomes assessed	H1, H3, H5, H7	H2, H3, H9, H10	H2, H3, H7, H10	H1, H2, H3, H4, H6,	
Component					Weighting %
Knowledge and understanding of the course content	7	9	17	17	50
Application and evaluation of social and cultural research methodologies	8	6	9	7	30
Communication of information, ideas and issues in appropriate forms	5	5	4	6	20
Total %	20	20	30	30	100

Outcomes

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

Visual Arts 2021-2022

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	<p>Development of the Body of Work</p> <p>Submission of works in progress for Art Impress Exhibition.</p> <p>30 pages in VAPD with annotated research and critical evaluation of material and conceptual intentions and reference to inspiration artists and other research.</p>	<p>Art Criticism and Art History</p> <p>5 Artist studies</p> <p>Hand in Essays</p> <p>In-class test</p>	<p>Development of BOW</p> <p>Presentation of Body of Work. Including title, Intentional statement and VAPD as a record of art-making practice, research and development.</p> <p>Essay</p>	<p>Trial HSC Examination</p> <p>Art Criticism and Art History Written Examination</p> <p>Resolving the Body of Work: artworks undergoing refinement, VAPD including curation of works for HSC submission with written evaluation of these decisions</p>	
Timing	Term 4, Week 10	Term 1, Week 9/10	Term 2, Week 8	Term 3, Weeks 4-5	
Outcomes assessed	H1, H2, H3, H4, H9 H8 H10	H6,H7, H8, H9, H10	H1, H2, H3,H4,H5	H1, H2, H3, H4, H5, H6 H7, H8, H9, H10	
Component					Weighting %
Art making	15		20	15	50
Art Criticism and Art History	5	20	10	15	50
Total %	20	20	30	30	100

Outcomes

- H1** initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2** applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3** demonstrates an understanding of the frames when working independently in the making of art
- H4** selects and develops subject matter and forms in particular ways as representations in artmaking
- H5** demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways

- H6** demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7** applies their understanding of practice in art criticism and art history
- H8** applies their understanding of the relationships among the artist, artwork, world and audience
- H9** demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10** constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

2022/23 Training and Assessment Strategy - Fitness							
Delivery site: Glen Innes High School		Names of VET teacher: John Elliott		This course is from Training Package: Sport, Fitness and Recreation Training Package Statement of Attainment towards SIS30315 Certificate III in Fitness		Course duration: 2 years Date of commencement: 30/01/2021 Date of conclusion: End of Term 3, 2023	
Qualification Code and Title: Statement of Attainment towards SIS30315 Certificate III in Fitness		Statement of Attainment towards SIS30315 Certificate III in Fitness Indicate if TAS is for: <input type="checkbox"/> 26511 2 x 2yr		Qualification packaging rules: • Core units - 9 • Elective Units - 7 Statement of Attainment towards SIS30315 Certificate III in Fitness			
Core units	Code	Unit of competency		Pre-requisite units	AQF status	NESA status	Indicative hours
	SISFFI T001	Provide health screening and fitness orientation		-	Core		15
	SISFFI T004	Incorporate anatomy and physiology principles into fitness programming		-	Core		40
	SISFFI T005	Provide healthy eating information		-	Core		25
	SISXC CS001	Provide quality service		-	Core		20
	SISXF AC001	Maintain equipment for activities		-	Core		10
	SISXI ND001	Work effectively in sport, fitness and recreation environments		-	Core		15
						Sub Total	125
Elective units	Code	Elective options		Pre-requisite units	AQF status	NESA status	Indicative hours
	BSBR SK401	Identify risk and apply risk management processes		-	Elective		25
	HLTAI D003	Provide first aid		-	Elective		20
	HLTW HS001	Participate in workplace health and safety		-	Elective		15
	SISFF IT006	Conduct fitness appraisals		-	Elective		20
	SISXC AI006	Facilitate groups		-	Elective		15
	SISXF AC002	Maintain sport, fitness and recreation facilities		-	Elective		20
						TOTAL	240

Hospitality

School Name: Glen Innes High School
Student Competency Assessment Schedule

COURSE: SIT20416 Certificate II in Kitchen operations
2022 - 2023

HSC

<i>Assessment Events for</i> (Must be edited to suit school delivery – refer to TAS)			Cluster 4	Cluster 5	Cluster 6	Work Placement 2*	Trial Exam**
			Week 10 Term 4	Week 10 Term 1	Week 5 Term 3	Week 6 Term 4 or 1	Week 4/5 Term 3
Cluster	Code	Unit of Competency					
Cluster 4 All day dining	<u>SITHCCC002</u> <u>SITHCCC005</u> <u>SITHKOP001</u> <u>SITHCCC001</u>	Prepare and present simple dishes Prepare dishes using basic					
Cluster 5 Lite Bites	<u>SITHCCC006</u> <u>SITHCCC005</u> <u>SITHKOP001</u> <u>SITHCCC001</u>	Prepare appetisers and salads Prepare dishes using basic					
Cluster 6 What's on the menu?	<u>SITHCCC005</u> <u>SITHKOP001</u> <u>SITHCCC001</u>	Prepare dishes using basic methods of cookery Use food preparation equipment Clean kitchen premises and equipment					
Cluster 7 (B) Working in industry (work placement 2)	<u>SITHCCC011</u> <u>BSBSUS201</u>	<i>Use Cookery skills effectively</i> Participate in environmentally sustainable work practices					

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT20416 Certificate II in Kitchen operations** or a Statement of Attainment towards a **SIT20416 Certificate II in Kitchen operations**

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

*** Selected units only to be confirmed by your teacher.**

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

STUDENT COPY

EXAM PERIOD NOTIFICATION

The examination timetable may not require the school to schedule exams on all of these days; however, students are advised to ensure they are available on ALL of these dates.

Year 12 EXAMINATIONS Weeks 4 & 5 Term 3

Monday August 14 through to Friday August 25, 2023

Acknowledgement

I am aware that the major examination periods for the 2022 - 2023 HSC Assessment Schedule are as shown above.

I am aware that I am expected to complete examinations during the times listed above.

I understand that it is my responsibility to attempt to re-arrange any Work Placement or TAFE commitments during this time.

Any absences during these times need to have a valid reason and relevant supporting documentation as evidence of these reasons (e.g. medical or legal reasons).

I understand the scheduling of family vacations or other leisure pursuits (e.g. concerts, music festivals) are not considered valid reasons, and may result in zero marks for any examinations missed.

Signature	
Name	
Date	

SCHOOL COPY

EXAM PERIOD NOTIFICATION

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EXAMINATIONS Weeks 4 & 5 Term 3

Monday August 14 through to Friday August 25, 2023

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Signature	
Name	
Date	

Glen Innes High School Year 12 Assessment Manual 2022-2023

HSC Assessment Schedule – 2022-2023

Term	Week	Commencing	Assessments Due
Term 4 2022	1	Oct 10	
	2	Oct 17	
	3	Oct 24	
	4	Oct 31	
	5	Nov 7	
	6	Nov 14	Yr 12 Work placement, FT (20%)
	7	Nov 21	MAS1(20%), NUM(25%), MAS2(20%), MAA(20%),
	8	Nov 28	D&T(20%), CAF(20%)
	9	Dec 5	ANC(25%), BST(25%), MAX2(20%), MOD(25%), MUS(10%), PDH(20%), BIO((20%) SOC(20%).
	10	Dec 12	PHY(20%), VIS(20%) ENST(Draft), ENS (draft), ENA (Draft). PI (20%)
Term 1 2023	1	Jan 27	
	2	Jan 30	
	3	Feb 6	ENST(25%), ENS(25%), ENA(25%) ENGExt 2
	4	Feb 13	ENGExt (draft)
	5	Feb 20	CHE(20%), ENGExt 2(40%)
	6	Feb 27	Yr 12 Work placement MAX1(35%) FT(25%) D&T(20%), ENGExt (30%)
	7	Mar 6	MAX2(25%),
	8	Mar 13	NUM(25%), MAS1(30%), MAS2(30%), MAA(30%), AGR(30%) SOC(20%).
	9	Mar 20	MUS(30%), VIS(20%), BST(25%), CAF(25%),
	10	Mar 27	ANC(25%), CHE(25%), MOD(25%), PDH(30%), PHY(20%) PI (25%)
	11	Apr 3	
Term 2 2023	1	Apr 24	BIO(30%), ENST(Draft), ENA (Draft)
	2	May 1	Past Paper Practicum period
	3	May 8	EST(25%), ENS(25%), ENA(25%)
	4	May 15	MAX2(25%)
	5	May 22	FT(25%), ENGExt 2 (Draft)
	6	May 24	MAX1(35%), MOD(25%),
	7	May 29	BIO(20%), -CHE(25%), MAS1(20%), MAS2(20%), NUM(25%), AGR(20%) SOC(20%). ENGExt 2 (30%)
	8	Jun 5	ANC(25%), BST(20%), MAA(20%), VIS(30%), CAFS(25%), ENGExt(Draft)
	9	Jun 13	MUS(30%), PDH(20%), ENST(Draft), ENA (Draft)
	10	Jun 19	D&T(30%) ENGExt (30%)
Term 3 2023	1	Jul 18	ENST(Draft)
	2	Jul 24	ENS(25%), ENA(25%), MAS1(30%), NUM(25%), AGR(15), PHY(30%), ENGExt 2 (Draft) PI (25%)
	3	Aug 7	Assessment free week
	4	Aug 14	Trial Exams (ENST Multimodal 25%)
	5	Aug 21	Trial Exams
	6	Aug 28	EST(25%) ENGExt 2 (30%)
	7	Sept 4	
	8	Sept 11	
	9	Sept 18	

Personal HSC Assessment Schedule – 2022-2023

Term	Week	Commencing	Assessments Due
Term 4 2022	1	Oct 10	
	2	Oct 17	
	3	Oct 24	
	4	Oct 31	
	5	Nov 7	
	6	Nov 14	Yr 12 Work placement,
	7	Nov 21	
	8	Nov 28	
	9	Dec 5	
	10	Dec 12	
Term 1 2023	1	Jan 27	
	2	Jan 30	
	3	Feb 6	
	4	Feb 13	
	5	Feb 20	
	6	Feb 27	
	7	Mar 6	
	8	Mar 13	
	9	Mar 20	
	10	Mar 27	
	11	Apr 3	
Term 2 2023	1	Apr 24	
	2	May 1	Past Paper Practicum period
	3	May 8	
	4	May 15	
	5	May 22	
	6	May 29	
	7	May 29	
	8	Jun 5	
	9	Jun 13	
	10	Jun 19	
Term 3 2023	1	Jul 18	
	2	Jul 24	
	3	Aug 7	Assessment free week
	4	Aug 14	Trial Exams
	5	Aug 21	Trial Exams
	6	Aug 28	
	7	Sept 4	
	8	Sept 11	
	9	Sept 18	

ASSESSMENT MANUAL ACKNOWLEDGMENT

Acknowledgement

I have read the *Year 12 Assessment Manual 2022-2023* and am aware of my responsibilities:

1. To keep the *Year 12 Assessment Manual 2022-2023* in an accessible place for reference.
2. To note any changes given by teachers to assessment task schedules. Changes (and clarification where required) will be issued in writing.
3. To complete tasks to the best of my ability by the required date.

Signature	
Name	
Date	

Please return to Mrs Millar, Deputy Principal via the office.