



# JJ Cahill Memorial High School

## Assessment Booklet Higher School Certificate 2024

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HONOUR EXCELLENCE RESPONSIBILITY OPPORTUNITY

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

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

### The Higher School Certificate (HSC):

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

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



### The HSC Record of Achievement:



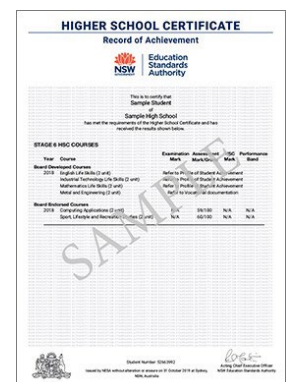
The Preliminary and HSC Record of Achievement is issued to students who have satisfactorily completed any HSC Course. The Record of School Achievement (RoSA) shows the examination mark, assessment mark, HSC mark and performance band for each HSC Course.

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

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

### Life Skills Profile of Student Achievement:

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



### The Australian Tertiary Admissions Rank (ATAR):

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

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

- at least two units of English must be included;
- at least three Board Developed courses of two units value or greater must be included;
- courses from at least four subjects must be included;
- at most, 2 units of category B courses may be included in the calculation of the ATAR. Category B courses are predominantly VET and TVET courses with optional HSC examinations. Students must sit the HSC examination for ATAR eligibility.

## **HSC Eligibility:**

To be eligible for the HSC a student must:

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

## **What is meant by satisfactory completion of a course?**

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has met the course completion criteria. These are that a student has:

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

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

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

## **'N' Determination:**

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

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

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

## **COURSE ASSESSMENT**

### **Course Work:**

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

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

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

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

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

### **VET Mandatory Work Placements:**

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

### **Formal Assessment Tasks:**

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

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

## Assessment Task Notifications:

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

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

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

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

## What are your responsibilities when it comes to assessment tasks?

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

These schedules and notifications will provide the following:

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

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

## Assessment Task Submission:

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

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

On the day that an assessment task is due students **must** attend school for the whole day and be present in all timetabled classes. **Failing to attend classes** and just turning up to sit an 'in-class' task, or to submit as assessment task due on that day, or if submitted after **8:50am** can be seen as an unfair advantage and may result in a **25% penalty**.

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

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

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

If work is submitted late due to illness, the student must submit an Illness/Misadventure application. In this situation, the task, medical certificate and a completed illness/misadventure form must be submitted to the Deputy Principal on the student's first day back at school following the absence. The Deputy Principal may make a submission to the Principal to grant an extension under extenuating circumstances presented in writing and supported with independent evidence. A medical certificate must not be sought after the event without good reason. There will be no extensions issued without illness or serious misadventure.

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

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

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

## **Genuine Attempt at Assessment Tasks:**

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

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

## **Technology Issues:**

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

## **Illness/Misadventure Appeals:** (Refer to the Orange Form Page 50)

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

Illness/misadventure appeals do not cover:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in tuition
- misreading of the exam timetable, assessment schedule or assessment task
- long-term illness, e.g. glandular fever, asthma, unless there is evidence of a sudden reoccurrence during the task

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

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

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

## **If there is no valid reason:**

If a student has only completed part of a 'hand-in' task, this part must be submitted to the class teacher on the due date. Failure to submit tasks on time, without a valid reason will result in a percentage reduction of earned marks – 25% penalty per day or part thereof.

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

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

## **Refer to the following forms and pages**

- **Consideration of Illness/Misadventure Appeals:** (Refer to the orange form on page 50)
- **Appeal of Illness/Misadventure Appeals:** (Refer to the green form on page 52)
- **Request to Reschedule Assessment due to School Business:** (Refer to the blue form on page 53)

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

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

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



**Examination and Test Instructions:** (Refer to Page 55)

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

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

**Reviews of Assessments:**

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

Any student who considers a decision is unfair in regard to an assessment based on the preceding advice, may complete and submit an appeal for the review of an assessment to the Principal.

The review will be conducted within the school by the Assessment Panel. The Panel will be comprised of the Principal, Deputy Principal and a Head Teacher who is not from the faculty where the appeal has been raised.

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

## **HONESTY IN HSC ASSESSMENT – THE STANDARD**

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

***The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.***

Students are educated on this standard and its application through the mandatory completion of the All My Own Work course.

### **Malpractice:**

Cheating, copying, plagiarism or any other form of malpractice is a serious offence. All assessment tasks/examinations must be the student's own work. A mark of zero may be given in cases where malpractice, such as cheating or attempting to cheat occurs. Students may be required to re-sit or re-submit the task. In this event students will be placed in the NESAs Malpractice Register.

### **What happens if you engage in malpractice in the HSC exams?**

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

## **COURSE COMPLETION**

### **Course Ranks:**

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

### **Reviews of 'N' Determinations:**

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

## **ADVICE, HELP and SUPPORT**

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

Students can also obtain information from the following websites:

[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

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

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

## **Special Provisions:**

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

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

## HSC TERMINOLOGY - A GLOSSARY OF KEY WORDS

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

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

# HSC

# Assessment

# Schedules

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

# English Assessment Schedules

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

Outcomes:

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

English Standard		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10	Term 1 Week 8	Term 3 Exam Week	Term 3 Week 7
Components	Weightings	Common Module: Texts and Human Experiences  <b>In Class Essay</b>	Module A: Language Identity and Culture  <b>Multimedia Presentation</b>	Common Module A, B and C  <b>HSC Trial Examination</b>	Module C: Craft of Writing  <b>Craft of Writing In Class Task</b>
Knowledge and understanding of course content.	50	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	20	10
Total %	100	20	25	35	20
	Task Outcomes	EN12-1, EN12-3 EN12-5, EN12-6 EN12-7	EN12-1, EN12-2 EN12-3, EN12-5 EN12-7, EN12-8	EN12-1, EN12-2 EN12-3, EN12-4 EN12-7, EN12-8	EN12-1, EN12-3 EN12-4, EN12-5 EN12-6, EN12-9

Outcomes:

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



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

Outcomes:

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

English Advanced		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10	Term 1 Week 8	Term 3 Exam Week	Term 3 Week 7
Components	Weightings	Common Module: Texts and Human Experience  <b>In Class Essay</b>	Module A: Textual Conversations  <b>Multimedia Presentation</b>	Common Module A, B and C  <b>HSC Trial Examination</b>	Module C: Craft of Writing  <b>Portfolio of Work</b>
Knowledge and understanding of course content	50	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50	10	10	20	10
Total %	100	20	25	35	20
	Task Outcomes				

Outcomes:

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

EAL/D		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10	Term 1 Week 8	Term 2 Week 10	Term 3 Exam Week
Components	Weightings	Module A: Texts and Human Experiences  <b>Unseen Texts- Review and Respond</b>	Module B: Language Identity and Culture  <b>Multimedia Presentation: Persuasive Speech and Listening</b>	Module C: Close Study of a Text  <b>Extended Response</b>	Module A Module B Module C  <b>HSC Trial Examination</b>
Knowledge and understanding of course content	50	15	10	10	15
Skills in responding to tests and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
Total %	100	25	20	25	30
	Task Outcomes	EAL12-1A, EAL12-1B, EAL12-6, EAL12-8	EAL12-2 EAL12-4 EAL12-7 EAL12-8	EAL12-2, EAL12-3 EAL12-5 EAL12-6 EAL12-9	EAL12-1A EAL12-1B EAL12-3 EAL12-4 EAL12-6

Outcomes:

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

# **Mathematics**

## Assessment

## Schedules

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

Outcomes:

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

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

Mathematics Standard 2		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Exam Week
Components	Weightings	Budgeting and household expenses, Simultaneous Equations  <b>Open Book Test</b>	Simultaneous Equations, Investment and Loans, Network concepts, Bivariate Data analysis.  <b>Assignment</b>	Investments and Loans, Non-Right-angled trigonometry, Simultaneous and Linear equations, Bivariate data analysis, Annuities  <b>Test</b>	<b>All outcomes to be tested in the HSC Trial Examination</b>
Understanding, Fluency and communicating	50	10	10	15	15
Problem Solving Reasoning and Justification	50	10	15	10	15
Total %	100	20	25	25	30
	Task Outcomes	MS11-2, MS11-5 MS11-6, MS2-12.3 MS2-12.4, MS2-12.9, MS2-12.10	MS2-12.3, MS2-12.4 MS2-12.5, MS2-12.8 MS2-12.9, MS2-12.10	MS2-12.1 MS2-12.2 MS2-12.5 MS2-12.6 MS2-12.7 MS2-12.9 MS2-12.10	MS2-12.1 - MS2-12.10

Outcomes:

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

**MS11-1:** Uses algebraic and graphical techniques to compare alternative solutions to contextual problems.

**MS11-2:** Represents information in symbolic, graphical and tabular form.

**MS11-3:** Solves problems involving quantity measurement, including accuracy and the choice of relevant units.

**MS11-4:** Performs calculations in relation to two-dimensional and three-dimensional figures.

**MS11-5:** Models relevant financial situations using appropriate tools.

**MS11-6:** Makes predictions about everyday situations based on simple mathematical models.

**MS11-7:** Develops and carries out simple statistical processes to answer questions posed.

**MS11-8:** Solves probability problems involving multistage events.

**MS11-9:** Uses appropriate technology to investigate, organise and interpret information in a range of contexts.

**MS11-10:** Justifies a response to a given problem using appropriate mathematical terminology and/or calculation

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

**MS2-12-2:** Analyses representations of data in order to make inferences, predictions and draw conclusions.

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

**MS2-12-4:** Analyses two-dimensional and three-dimensional models to solve practical problems.

**MS2-12-5:** Makes informed decisions about financial situations, including annuities and loan repayments.

**MS2-12-6:** Solves problems by representing the relationships between changing quantities in algebraic & graphical forms

**MS2-12-7:** Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data.

**MS2-12-8:** Solves problems using networks to model decision-making in practical problems.

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

**MS2-12-10:** Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response.

<b>Mathematics Advanced</b>		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 6	Term 2 Week 7	Term 3 Exam Week
Components	Weightings	May include topics on: Preliminary course, Sequences and Series  <b>Open Book Test</b>	Transformation of Functions, Trigonometric Functions, Further Differentiation and Geometrical Applications of Differentiation.  <b>In Class Test</b>	Geometrical Applications of Differentiation and Integration  <b>Assignment</b>	May include topics on: All of the topics taught to date  <b>HSC Trial Examination</b>
Concepts, skills and techniques	50	10	10	15	15
Reasoning and Communications	50	10	15	10	15
Total %	100	20	25	25	30
	Task Outcome	MA11-7 MA12-3	MA11-6 MA12-3 MA12-7	MA11-7 MA12-5 MA12-8	MA11-1.9 MA12-1.10

Outcomes:

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

# Science Assessment Schedules



<b>Biology</b>		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Exam Week
Components	Weightings	Impact of heredity on the continuity of species  <b>Open ended investigation and data processing task</b>	Research and report on the role of developmental genes in evolution  <b>Depth Study</b>	Design and conduct a practical investigation  <b>Practical investigation / validation test</b>	<b>HSC Trial Examination</b>
Skills in Working Scientifically	60	15	15	20	10
Knowledge and Understanding course content	40	5	10	5	20
Total %	100	20	25	25	30
	Task outcomes	BIO12-4 BIO12-5 BIO12-6 BIO 12-7 BIO12-12	BIO12-1 BIO12-4 BIO12-6 BIO12-7 BIO12-13	BIO12-1 BIO12-2 BIO12-3 BIO12-5 BIO12-6 BIO12-14	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15

Outcomes:

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

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

Outcomes:

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

# **HSIE**

# Assessment Schedules

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

Outcomes:

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

Legal Studies		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Exam Week
Components	Weightings	Options: Family (Media File & Extended Response)	Crime (Topic Test)	Option: Work Order (Extended Response)	HSC Trial Examination
Knowledge and understanding of course content	40	5	20	5	10
Analysis and evaluation	20	5	5	5	5
Inquiry and research	20	10		10	
Communication of legal information, ideas and issues in appropriate forms	20	5	5	5	5
Total %	100	25	30	25	50
	Task Outcomes	H1, H3, H4, H7, H8, H9, 10	H1-6	H1, H3, H4, H7, H8, H9, H10	H1-10

#### Outcomes:

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

<b>Studies of Religion</b>		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 10	Term 2 Week 10	Term 3 Exam Week
Components	Weightings	<b>Religion and belief systems in Australia Post 1945</b> <b>In Class Task</b>	<b>Depth Study</b> <b>In Class Task</b>	<b>Extended response Religion and Peace</b>	<b>HSC Trial Examination</b>
Knowledge and understanding of course content	40	5	10	10	15
Source based skills	20		10		10
Investigations and research	20	10		10	
Communication of information, ideas and issues	20	5	5	5	5
Total %	100	20	25	25	30
	Task Outcomes	H1, H2, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9

Outcomes:

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

# **PDHPE**

# Assessment Schedules

<b>Community and Family Studies</b>		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Exam Week
Components	Weightings	<b>Research methodology Task</b>	<b>Groups in Context: Investigation Report</b>	<b>Social Impact of Technology: In Class Task</b>	<b>HSC Trial Examination</b>
Knowledge and understanding of course content	40	5	10	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	15	15	15
Total %	100	20	25	25	30
	Task Outcomes	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.2, H5.1	H1.1, H2.1, H2.2, H3.2, H3.4	H1.1 – H6.2

Outcomes:

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



<b>Exploring Early Childhood</b>		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Exam week
Components	Weightings	<b>Design and review a learning experience</b>	<b>Health and Safety Risk Assessment</b>	<b>Health &amp; Nutrition Recipe Book</b>	<b>HSC Trial Examination</b>
Knowledge and Understanding	50	10	15	10	15
Skills	50	10	10	15	15
Total %	100	20	25	25	30
	Task Outcomes	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.2, 6.2	1.2, 1.3, 2.4, 2.5, 6.1	1.3, 1.4, 1.5, 6.1, 6.2	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, 6.1, 6.2

Outcomes:

- 1.1** analyses prenatal issues that have an impact on development
- 1.2** examines major physical, social-emotional, behavioural, cognitive and language development of young children development of young children
- 1.3** examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4** analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5** examines the implications for growth and development when a child has special needs
- 2.1** analyses issues relating to the appropriateness of a range of services for different families
- 2.2** critically examines factors that influence the social world of young children
- 2.3** explains the importance of diversity as a positive issue for children and their families
- 2.4** analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5** examines strategies that promote safe environments
- 4.1** demonstrates appropriate communication skills with children and/or adults
- 4.2** interacts appropriately with children and adults from a wide range of cultural backgrounds
- 6.1** demonstrates an understanding of decision-making processes
- 6.2** critically examines all issues including beliefs and values that may influence interactions with others

Personal Development, Health and Physical Education		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 9	Term 2 Week 6	Term 3 Exam Week
Components	Weightings	Core 1 Report	Core 2 Task	Sports Medicine Task	HSC Trial Examination
Knowledge and understanding of course content	40	5	10	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	15	15	15
Total %	100	20	25	25	30
	Task Outcomes	H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H16, H17	H8, H13, H16, H17	H1 – H5, H7-H11, H13-H17

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 inequities.
- H4** Argues the case of health promotions based on the Ottawa Charter.
- H5** Explains the different roles and responsibilities of individuals, communities and governments in addressing Australian's health priorities
- H6** Demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1).
- 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 sociocultural factors on the way people participate in and value physical activity and sport (Option 2).
- H13** Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- 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

<b>Sport, Lifestyle and Recreation</b>		Task 1	Task 2	Task 3
		Term 4 Week 8	Term 2 Week 5	Term 3 Exam Week
Components	Weighting	<b>Sports Administration - Event Planning</b>	<b>Games and Sports Application II - In class task and practical observation</b>	<b>HSC Trial Examination</b>
Knowledge and Understanding	50	10	20	20
Skills	50	10	30	10
Total %	100	20	50	30
	Task outcomes	1.3, 1.6, 2.4, 3.2, 4.2	1.1, 1.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4	1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 4.3, 4.5

Outcomes:

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 Explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 Demonstrates ways to enhance safety in physical activity
- 1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 Describes administrative procedures that support successful performance outcomes
- 2.1 Explains the principles of skill development and training
- 2.2 Analyses the fitness requirements of specific activities
- 2.3 Selects and participates in physical activities that meet individual needs, interests and abilities
- 3.1 Selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 Designs programs that respond to performance needs
- 3.3 Measures and evaluates physical performance capacity
- 3.4 Composes, performs and appraises movement
- 4.1 Plans strategies to achieve performance goal
- 4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 Makes strategic plans to overcome the barriers to personal and community health
- 4.4 Demonstrates competence and confidence in movement contexts
- 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity

**Creative  
and  
Performing  
Arts  
Assessment  
Schedules**

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

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

Outcomes:

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

Visual Arts		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Exam Week
Components	Weightings	<b>Case Study - Essay</b>	<b>Progress Mark BOW &amp; VAPD</b>	<b>3a In Class Essay 3b BOW &amp; VAPD Progress Mark</b>	<b>4a HSC Trial Examination 4b Final BOW &amp; VAPD Mark</b>
Making Artworks	50		20	10	20
Critical & Historical Study	50	20		20	10
Total %	100	20	20	30	30
	Task Outcomes	H7 – H10	H1 – H6	H7 – H10	H1 – H10

Outcomes:

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

# TAS

# Assessment Schedules

<b>Design and Technology</b>		Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Exam Week
Components	Weightings	<b>Design Project Proposal Presentation</b>	<b>Innovation and Emerging Technology Case Study</b>	<b>Project Development and Management Report</b>	<b>HSC Trial Examination</b>
Knowledge and understanding of course content	40		20		20
Knowledge and skills in designing, managing, producing and evaluating a major design project	60	20		30	10
<b>Total %</b>	100	20	20	30	30
	Task Outcomes	H1.2, H2.2, H4.2, H4.2	H2.2, H3.1, H3.2, H6.2	H1.1, H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1

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 projects
- 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.



**VET**

Assessment  
Schedules

## Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

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

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

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

<b>Construction</b>		Task 1	Task 2	Mandatory	Task 3	Task 4
		Term 1 Week 5	Term 2 Week 9	Term 2 Week 2	Term 3 Week 9	Term 3 Exam Week
Components	Weightings	Optional Assessment	Task 6 Assessment Booklet	Work Placement Booklet	Task 7 Assessment Booklet	HSC Trial Examination 60%
	Task Outcomes	3.1.1, 3.2.1, 3.3.1, 3.4.1	3.1.1, 3.2.1, 3.3.1, 3.4.1	3.1.1, 3.2.1, 3.3.1, 3.4.1	3.1.1, 3.2.1, 3.3.1, 3.4.1	3.1.1, 3.2.1, 3.3.1, 3.4.1

Outcomes:

### **3.1 Safety – mandatory focus area**

#### 3.1.1

- Demonstrates understanding of workplace health and safety (WHS) compliance in the construction industry
- Explains workplace policy and procedures that ensure the safety of the construction industry worker and others
- Describes safe work practices for a construction work environment
- Applies risk management in a construction industry workplace
- Proposes appropriate responses to emergency situations

### **3.2 Skills in construction – mandatory focus area**

#### 3.2.1

- Reads and interprets plans using Australian Standards
- Understand and applies construction industry processes to plan and sequence work task
- Uses measurements and calculations

### **3.3 Tools of the trade workplace – mandatory focus area**

#### 3.3.1

- Demonstrates understanding of work health and safety (WHS) principles and practices when using tools and equipment
- Appropriately selects, applies and evaluates tools and equipment for work tasks
- Interprets manufacturers' specifications and instructions, and workplace procedures and practices, to ensure the safety of the construction industry worker, their colleagues and clients/customers

### **3.5 Working in the industry – mandatory focus area**

#### 3.5.1

- Examines the nature and scope of the industry
- Explains how to work effectively with colleagues and clients/customers in a construction industry workplace
- Explains the fundamental principles of sustainability
- Understands environmental hazard identification and risk control
- Analyses resource consumption in a construction industry workplace
- Applies workplace and industry standards to ensure quality, sustainable and efficient work outcomes in a construction work environment

Assessment Plan			Evidence gathering techniques			
Task	Competency codes	Title of competency	Direct Observation  Real time, simulated environment	Product based method  Structured activities e.g. role plays, work samples, presentation, reports	Portfolio  Purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning  Written or oral related to knowledge e.g. quizzes, interviews
Task 5 – Option 1	CPCCB2001 CPCCB2002	Handle and prepare bricklaying and block laying materials Use bricklaying and block laying tools and equipment	X	X		X
Task 5 – Option 2	CPCCF2002 CPCCF2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	X	X		X
Task 5 – Option 3	CPCFJ2001 CPCFJ3004	Assemble components Manufacture and assemble joinery components	X	X		X
Task 6	CPCCA2002 CPCCF2005 CPCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	X	X	X	X
Task 7	CPCVE1011 CPCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	X	X		X

<b>Hospitality Cookery ICF</b>		Task 1	Task 2	Mandatory	Task 3	Task 4
		Term 4 Week 10	Term 1 Week 10/11	Term 2 Week 2	Term 2 Week 10	Term 3 Exam Week
Components	Weightings	<b>Evidence central tasks 2 and 3</b>	<b>Work Placement</b>	<b>Evidence central tasks 4</b>	<b>Evidence central tasks 5</b>	<b>HSC Trial Examination 60%</b>
	Task Outcomes	3.5.1	3.1.1, 3.2.1, 3.5.1	3.3.3, 3.2.1, 3.3.1, 3.5.1	3.3.1, 3.5.1	3.1.1, 3.2.1, 3.3.1, 3.5.1

Outcomes:

### **3.1 Hygiene – mandatory focus area**

#### 3.1.1

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

### **3.2 Safety – mandatory focus area**

#### 3.2.1

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

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

#### 3.3.1

- examines the nature of the hospitality industry
- demonstrates an understanding of working in the hospitality industry
- explains how to communicate and work effectively with others in a hospitality workplace
- applies hospitality industry and workplace standards to ensure quality work outcomes
- explores how misunderstandings and conflict may be avoided or effectively managed in a range of situations common to hospitality work environments.

### **3.5 Kitchen Operations and Cookery – stream focus area**

#### 3.5.1

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

Assessment Plan 2023-2024			Evidence gathering techniques			
Task	Competency codes	Title of competency	Direct observation – real time/simulated environment	Product based method – structured activities	Questioning – written or oral related to knowledge	Work placement
<b>TASK 1 Completed in Year 11</b>	SITXWHS005	Participate in safe work practices	X	X	X	
	SITXFSA005	Use hygienic practices for food safety	X		X	
	SITXFSA006	Participate in safe food handling practices	X		X	
	SITXCCS011	Interact with customers	X		X	
	SITXCOM007	Show social and cultural sensitivity	X		X	
	SITHCCC025	Prepare and present sandwiches	X		X	
<b>Task 2</b>	SITHKOP009	Clean kitchen premises and equipment	X		X	
	SITXINV006	Receive, store and maintain stock	X	X	X	
<b>Task 3</b>	SITHCCC026	Package prepared foodstuffs	X		X	
<b>Task 4</b>	SITHCCC023	Use food preparation equipment	X		X	
	SITHCCC024	Prepare and present simple dishes	X		X	
<b>Task 5</b>	SITHCCC027	Prepare dishes using basic methods of cookery	X		X	
	SITHCCC034	Work effectively in a commercial kitchen	X		X	X

\*SITXFSA001 Use hygienic practices for food safety is a prerequisite unit

# Work Placement Requirements

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

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

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

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

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

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

Table 2 Minimum work placement hours for Hospitality HSC courses.

Hospitality Framework Course	Minimum Work Placement Requirement
Hospitality (240 indicative hours)	35 hours*

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

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



# JJ CAHILL MEMORIAL HIGH SCHOOL CONSIDERATION FOR ILLNESS/MISADVENTURE

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

NAME OF STUDENT: \_\_\_\_\_ ROLL CLASS: \_\_\_\_\_

COURSE: \_\_\_\_\_ CLASS TEACHER: \_\_\_\_\_

NAME OF ASSESSMENT TASK: \_\_\_\_\_ DUE DATE: \_\_\_\_\_  
*(Attach a copy of the Task)*

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

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

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STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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

HEAD TEACHER: \_\_\_\_\_ FACULTY: \_\_\_\_\_ COURSE: \_\_\_\_\_

RECEIPT DATE OF ILLNESS/MISADVENTURE FORM: \_\_\_\_\_

TASK SUBMITTED/COMPLETED:  YES  NO DATE COMPLETED/SUBMITTED: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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DATE OF RESCHEDULED TASK: \_\_\_\_\_

HEAD TEACHER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

DECISION BY DEPUTY PRINCIPAL \_\_\_\_\_

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DEPUTY PRINCIPAL SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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

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



# PROCEDURES FOR ILLNESS/MISADVENTURE

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

## **STEP ONE**

STUDENT CONTACTS THE SCHOOL

- STUDENTS ARE EXPECTED TO INFORM THE SCHOOL OF THE ABSENCE



## **STEP TWO**

ON THE FIRST DAY OF RETURN TO SCHOOL

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



## **STEP THREE**

RESOLUTION AND FEEDBACK

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



# JJ CAHILL MEMORIAL HIGH SCHOOL

## APPEAL OF ILLNESS / MISADVENTURE DECISION

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

NAME OF STUDENT: \_\_\_\_\_ ROLL CALL: \_\_\_\_\_

COURSE/SUBJECT: \_\_\_\_\_ HEAD TEACHER: \_\_\_\_\_

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

MY APPEAL IS BASED ON THE FOLLOWING GROUNDS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

STUDENT'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PARENT/GUARDIAN'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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DATE RECEIVED BY PRINCIPAL: \_\_\_\_\_ DATE OF DETERMINATION: \_\_\_\_\_

DETERMINATION: UPHELD / DECLINED

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

PANEL MEMBERS' SIGNATURES:

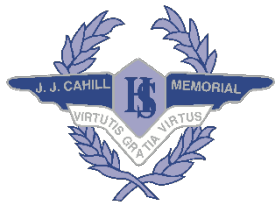
\_\_\_\_\_  
PRINCIPAL (R. DAVID)

\_\_\_\_\_  
HEAD TEACHER OR DELEGATE

\_\_\_\_\_  
HEAD TEACHER OR DELEGATE

DATE: \_\_\_\_\_

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



# JJ CAHILL MEMORIAL HIGH SCHOOL REQUEST TO RESCHEDULE ASSESSMENT DUE TO SCHOOL BUSINESS

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

NAME OF STUDENT: \_\_\_\_\_ ROLL CALL: \_\_\_\_\_

COURSE/SUBJECT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

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

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

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Medical Certificate attached  Other verification attached

STUDENT'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PARENT/GUARDIAN'S SUPPORT COMMENT:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PARENT/GUARDIAN'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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### To be completed by Head Teacher of the course

HEAD TEACHER NAME: \_\_\_\_\_ Faculty: \_\_\_\_\_ COURSE: \_\_\_\_\_

HEAD TEACHER RECOMMENDATION:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

HEAD TEACHER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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### To be completed by the Deputy Principal

COMMENT:  
\_\_\_\_\_  
\_\_\_\_\_

DEPUTY PRINCIPAL SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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



# JJ CAHILL MEMORIAL HIGH SCHOOL ACADEMIC INTEGRITY REPORT

Refer to your Google Classroom

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

NAME OF STUDENT: \_\_\_\_\_ ROLL CALL: \_\_\_\_\_

COURSE/SUBJECT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

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

## Academic Integrity Statement

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

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

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

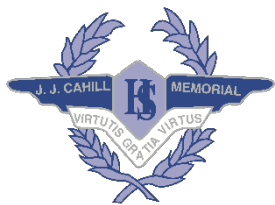
***I have read and understood the school assessment procedures.***

STUDENT'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

## Warning

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



# JJ CAHILL MEMORIAL HIGH SCHOOL

## EXAMINATION AND ASSESSMENT TEST

### INSTRUCTIONS TO CANDIATES

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

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



# JJ CAHILL MEMORIAL HIGH SCHOOL

## HSC ASSESSMENT TASK APPEAL

NAME OF STUDENT: \_\_\_\_\_ ROLL CALL: \_\_\_\_\_

COURSE/SUBJECT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

NAME OF ASSESSMENT TASK: \_\_\_\_\_ DUE DATE OF ASSESSMENT TASK: \_\_\_\_\_

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

### Reason for appeal:

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

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

### Please explain your reasons for this appeal:

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

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### Appeal Result

Assessment Review Panel: \_\_\_\_\_

Decision and reason: \_\_\_\_\_

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Panel Members' signatures: \_\_\_\_\_

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