

*"A Christ-centred Community  
Valuing People and Learning"*



**ST PAUL'S  
COLLEGE**  
WALLA WALLA, NSW

# 2024 Year 12 Student Assessment Handbook

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# St Paul's College HSC Assessment Handbook

Welcome to the HSC Course. This handbook provides information about the requirements of the NSW Education Standards Authority (NESA) and St Paul's College for your HSC subjects.

Schools are required to submit information to NESA about student achievement in the HSC. This information is derived from the internal assessment program for each course of study. The focus for this booklet is on requirements around HSC assessment.

Important information about HSC enrolment, assessment, exams, results and the consequences of breaking rules can be found in the *HSC Rules and Procedures Guide* on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/2024-rules-and-procedures-guide>

Subject specific information about HSC assessment requirements can be found via syllabus documents on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

Further information around the requirements of the HSC credential can also be found at the NESA Assessment Certification Examination (ACE) website:

<https://ace.nesa.nsw.edu.au/>

## Year 12 Student Responsibilities

The completion of Year 12 and the HSC year involves a number of responsibilities on the part of students. In order to maximise their HSC potential, students should note the following responsibilities:

- Students should attend, on time, scheduled classes, whether these classes are within the timetable or offline. Students should note that missing a scheduled lesson in order to work on a major work is not justifiable or permissible.
- Students should engage with class and homework tasks and holiday homework in a genuine way. Students should view all learning experiences as opportunities to hone their skills and knowledge; all tasks should be attempted to the best of their ability.
- Students should facilitate a productive learning environment for themselves and their peers.
- Students should understand that studying in the Learning Hub during lessons when they are not required to attend a scheduled class is a privilege.
- Students should maintain meaningful dialogue with their teachers. Students should ensure that they engage in informed questioning within the classroom to clarify any material of which they are unsure. They should submit drafts, in a timely fashion, to their teachers for consideration and feedback.
- Students should take responsibility to catch up on work that has been missed. Students should take the active role in liaising with their teachers, often outside of timetabled class time, to determine the specific work that needs to be completed.
- Students should provide documentation to verify all absences from scheduled classes, including classes that are conducted off-line, such as extension courses.

## 1. The purpose of assessment

Schools rank their students in each HSC subject and supply NESA with the internal assessment mark for each student for that course. These marks are derived from students' performances in the whole of the assessment program for each subject. In an assessment program, subject teachers set assessment tasks such as tests, research projects, essays and practical tasks. Each student completes these assessment tasks to meet the requirements of the course.

The internal assessment marks are used by NESA, with external examination marks, to determine the final HSC mark which appears on each student's HSC credential. This mark is a 50:50 combination of internal assessment mark and external examination mark. It should be noted, however, that internal assessment marks go through a process of moderation based upon the performance of a subject cohort in the HSC Examination. Questions about this process can be directed to the Director, Teaching and Learning.

**Students must make a genuine attempt to complete all assessment tasks in each course studied.**

## 2. Notification of assessments

**Assessment schedules** are provided for each subject and can be found at the rear of this booklet. The schedule provides an outline of the following:

- the number of assessment tasks – a maximum of 4 per subject
- the general nature of the task
- the term and week within which the task is due
- the syllabus outcomes that the task will assess
- the percentage weighting attached to each task
- the ways that mandatory assessment components will be assessed across the course

**Assessment task notifications/ criteria sheets** provide specific information about individual assessment tasks and are issued at least two weeks prior to the due date via the college's learning management system.

This information includes:

- the precise nature of the task
- the due date
- the percentage weighting and might include the raw mark value
- the conditions for submission and/ or completion
- assessment criteria
- drafting protocols

It is a student's responsibility to ensure that the work is submitted on time or that they are present for an assessment task. It is also the student's responsibility to access assessment task notifications/ criteria sheets via the learning management system.

The '**HSC 2024 Schedule of Due Dates for Assessment Tasks**' provides an outline about the assessment tasks for all HSC subjects in due date order. This outline is subject to change; students can be issued with an updated schedule if significant alterations to due dates have occurred. The purpose of this schedule is to assist students to plan their work so that they can avoid placing themselves under significant pressure.

Whilst dates in the schedule are accurate at the time of printing, the source of truth about the due date of an assessment task is always the assessment task notification/ criteria sheet that is uploaded to the learning management system two weeks prior to an assessment due date.

### **3. Absence from assessment tasks**

If a student is unable to complete an assessment task because of illness, permissible leave, a genuine family crisis or misadventure, the College should be notified as soon as possible before or after the absence and it should be identified that they will miss a HSC assessment task. This information should be directed to the Director, Teaching and Learning.

Students will be required to complete an 'Application for Special Consideration.' This form is available from the Director, Teaching and Learning. Appropriate documentation (for example, a medical certificate) should be provided to substantiate an application for special consideration. This should be timely and dated by the appropriate professional on, or very soon after, the date of the missed task. The application for special consideration should be submitted to the Director, Teaching and Learning within 5 school days of the missed task.

Decisions around the resolution of an application for special consideration will be made by the Director, Teaching and Learning. In most instances, students will complete the assessment task or a substitute task. This will be completed immediately on returning to school at a time determined by the College. Failure to complete assessment tasks on re-scheduled dates will result in the record of a zero mark for the task if unsubstantiated by further appropriate documentation.

Students will be penalised if they are absent unless they can satisfy the requirements for special consideration. Family holidays do not meet those requirements.

The consequences of a student being absent for an extended period or suffering some ailment which would prevent them adequately completing the task will be dealt with in consultation with the Director, Teaching and Learning.

### **4. Late assessment tasks**

Where there is no valid reason for the late submission or completion of an assessment task, penalties will be applied as follows:

- 1<sup>st</sup> day 50% penalty
- 2<sup>nd</sup> day additional 20%
- 3<sup>rd</sup> day additional 10%
- 4<sup>th</sup> day additional 10%
- 5<sup>th</sup> day additional 10%

Computer failure will NOT be accepted as a valid excuse for lateness; this includes emails that fail to send and uploads of incorrect documents. It also includes technical issues with computers. Drafts should be saved and printed; back-up copies should be made.

Students are expected to submit all tasks even if a zero mark has been awarded. Failure to submit a task may endanger the student satisfactorily completing their HSC.

### **5. Applications for extensions**

Extensions may be granted at the discretion of the Director, Teaching and Learning in consultation with the classroom teacher. Students will be required to complete an 'Application for Special Consideration,' as outlined, above, in Section 3. Appropriate documentation will be required. Students might also be required to provide evidence of progress in the relevant assessment task.

Students need to make an application for an extension well before the due date (not within the four days leading up to the due date) or as soon as possible prior to the due date, in the case of illness or misadventure.

## **6. Assessment malpractice: collusion, copying, plagiarism and other forms of cheating**

All HSC students have completed the NESA 'All My Own Work' modules and sign HSC confirmation of entry documents that acknowledge this completion. These modules assist HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

Students must submit their own work and acknowledge sources and other forms of assistance. Substantiated instances of malpractice will result in a '0' mark for the assessment task. Collusion - aiding and abetting cheating - may also result in a '0' mark for the assessment task for all students involved. In such cases, students will be made to re-sit the assessment task at a time convenient to the College; zero marks, however, will stand.

Submitted tasks are uploaded to the learning management system through Turnitin. This is an internationally used program that provides reports on plagiarism detection. Appropriately referencing sources will avoid charges of assessment malpractice. Questions about appropriate referencing can be directed to classroom teachers.

## **7. Notification of penalties and processes for review and appeal**

Parents or guardians of the student will be informed, in writing, of any breaches of this policy and the subsequent penalties. Failure to complete an assessment task, or a non-serious attempt, will result in the award of a '0' mark and the submission of an 'N' (non-completion) warning notice. The student will be required to re-sit or complete the task at a time that is convenient to the College.

Formal warnings of a possible 'N' determination will also be sent to parents and guardians as appropriate. These letters should be countersigned by the parents or guardians and returned to the Director, Teaching and Learning within five days of their receipt.

Should a student receive a '0' mark or any other penalty for an assessment task, a review of the procedures relevant to the determination may be requested. The review will be conducted by Director, Teaching and Learning in consultation with classroom teachers and/ or the relevant Head of Department and other College personnel as deemed necessary. Assessment procedures – as outlined in this booklet - of the College and the rules of NESA will be the basis for the review.

Students have the right to request a review of their assessment rank if their reported rank differs from their expected rank. In the first instance, students should speak to their classroom teacher. If the issue is not resolved, it can be referred to the Director, Teaching and Learning.

If a student's appeal, as outlined above, is unsuccessful, the student may then appeal to the NSW Education Standards Authority (NESA). The College will advise the student on the procedure for such an appeal.

As a general rule, students cannot question the marking of an assessment task. Teacher's judgment of the work of individual assessment tasks are not subject to review. However, if it appears that marks have

been added incorrectly, or if there are questions about how marks were allocated, questions can be posed to the classroom teacher.

## **8. Vocational Education and Training (VET) courses**

St Paul's College offers VET subjects in 2 main areas:

1. Curriculum Frameworks Courses
2. NESA Endorsed Courses – Content Endorsed Courses.

Curriculum Frameworks Courses:

- count towards ATAR if you choose to sit the final exam
- award a vocational certificate that is recognised across Australia.
- include the VET courses of Hospitality and Primary Industries (Agriculture)

NESA Endorsed & Content Endorsed Courses:

- do NOT count towards ATAR
- do not require you to sit an external HSC exam
- award a vocational certificate

Unlike other subjects, assessment schedules are not issued for VET subjects, because of the different nature of the assessment procedure.

All VET courses have a work placement component. For 120 hour course, 35 hours work placement, for 240 hour course, 70 hours work placement. Work placement is a compulsory component of all VET Courses.

## **9. Invalid Tasks**

In any instance where parity in an assessment task has been compromised, the College reserves the right to deem that task invalid. In such instances, a range of options will be considered. These include the staging of an alternative assessment task. Alternatively, the assessment program might be limited to the remaining tasks with the ratio of assessment weighting preserved.

## **10. The Record of School Achievement (RoSA): leaving school before the HSC**

Students who leave school after Year 10 but before they have completed the HSC are eligible for a RoSA (Record of Student Achievement). This document states all of the courses they have completed. This is a progressive document, and student results from Year 10 and Year 11 courses are included. The RoSA can be requested when a student decides to leave.

Students can request a copy of their entry to the Year 11 or HSC Course at any time from the school if they wish to use it for the purpose of job seeking, scholarship applications or university entrance programs for example. See the Director, Teaching and Learning for more information.

### Assistance: Key College Personnel

<b>Staff Member</b>	<b>Role</b>	<b>Area of Concern</b>
Miss Anita Morton	Principal	General
Ms Kym Armstrong	Director, Teaching & Learning	Subjects, Assessment, NESAs, Teaching & Learning
Ms Caroline Clancy	Deputy Principal - Students	Wellbeing
Mr Peter O'Neill	Deputy Principal - Staff Mathematics Head of Department	Mathematics Advanced, Mathematics Standard 1 & 2, Mathematics Extension 1 & 2
Mrs Kara Robinson	English Head of Department	English Standard, English Advanced, English Extension 1, English Studies
Ms Kym Armstrong	Science Head of Department	Biology, Chemistry
Miss Eliza Flanigan	Careers Teacher	Careers, Subject Selection, University, TAFE
Mrs Michelle Wilson	PDHPE Head of Department	PDHPE, CAFS
Mr Malcolm Thomas	VET, School Based Traineeships TAS Head of Department	Hospitality, Sport & Recreation, Primary Industries Agriculture, Industrial Technology
Mrs Sarah Cunningham	Coordinator, Learning Enhancement	Learning and Exam Support
Miss Courtney Brogden	HSIE Head of Department	Ancient History, Business Studies, Legal Studies
Mrs Stacey Hartwich	CAPA Head of Department	Drama, Music, Visual Arts



### Alteration to Stage 6 Pattern of Study

This form needs to be completed in all instances where a student changes a subject, or a level within a subject, after the commencement of the academic year.

This form is to be submitted to the Director, Teaching and Learning, before the change is made.

Name: \_\_\_\_\_ Care Group: \_\_\_\_\_

Year level: \_\_\_\_\_ ATAR / Non-ATAR (Please circle)

Current subject for alteration: \_\_\_\_\_

Proposed subject: \_\_\_\_\_

Reasons for change: \_\_\_\_\_

New Pattern of Study:	
Subject	Units
Total no. of units	

Parent/ Guardian: Name \_\_\_\_\_ Signature \_\_\_\_\_

Careers Advisor: \_\_\_\_\_

Teacher of current subject: \_\_\_\_\_

Teacher of proposed subject: \_\_\_\_\_

Head of Department: \_\_\_\_\_

Change approved: \_\_\_\_\_ Date: \_\_\_\_\_

Director, Teaching and Learning





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### Student Assessment: Application for Special Consideration - 2024

- Extension
- Appeal for consideration due to illness, accident or misadventure

**Student Name:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Nature of Task:** \_\_\_\_\_

**Due Date:** \_\_\_\_\_

Reason for Appeal / Extension request: \_\_\_\_\_  
(or attach statement) \_\_\_\_\_

**Documentation attached:**                      Yes                                            No                     

I declare that all of the information provided in my documentation is true.

I give permission for the Principal of St Paul's College, or their nominated agent, to obtain further details from any person who has provided documentation to substantiate this application for special consideration.

\_\_\_\_\_  
*Signature of Student*                      *Date*

\_\_\_\_\_  
*Signature of Parent*                      *Date*

**Teacher's Recommendation:** \_\_\_\_\_

**Director, Teaching and Learning decision:**

**Reasons for decision:**

- Penalty of \_\_ %
- Extension approved
- New due date: \_\_\_\_\_
- Alternative task to be completed
- Estimate to be generated
- Task to be submitted with penalty
- No extension granted

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

Signature: \_\_\_\_\_

\_\_\_\_\_





**Assessment Schedule HSC Course 2024**

**SUBJECT: Agriculture**

**TEACHER: Ms Belinda Everingham**

<b>TASK:</b>	<b>Task1 Farm Product Study</b>	<b>Task 2 Plant/animal Production</b>	<b>Task 3 Trial Exam</b>	<b>TOTAL WEIGHT</b>
<b>TIMING:</b>	<b>Term 4 Week 7</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 4-5</b>	<b>%</b>
Knowledge and understanding of course content	15	15	10	<b>40</b>
Knowledge, understanding and skills required to manage agricultural production systems	10	10	20	<b>40</b>
Skills in effective research, experimentation and communication	10	10		<b>20</b>
<b>Weighting</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>
<b>Outcomes Assessed</b>	H1.1 H3.2 H3.3 H3.4	H1.1 H2.1 H2.2 H4.1	H1.1 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1 H5.1	



## Assessment Schedule HSC Course 2024

**SUBJECT: Ancient History**

**TEACHER: Mrs Meagan Edwards**

<b>TASK:</b>	<b>Cities of Vesuvius Presentation</b>	<b>Xerxes Historical Analysis</b>	<b>Sparta: Source Analysis</b>	<b>Trial Exam (All topics – Greek World)</b>	<b>TOTAL WEIGHT</b>
<b>TIMING:</b>	Term 4 Week 8	Term 1 Week 7	Term 2 Week 5	Term 3 Week 4+5	
Knowledge and understanding	5	10	10	15	<b>40</b>
<i>Historical skills in the analysis and evaluation of sources and interpretations</i>	5	5	5	5	<b>20</b>
<i>Historical inquiry and research</i>	10	10			<b>20</b>
<i>Communication of historical understanding in appropriate forms</i>	5	5	5	5	<b>20</b>
<b>Weighting</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>	<b>25 %</b>	<b>100</b>
<b>Outcomes Assessed</b>	AH12-6 AH12-7 AH12-9	AH12-4 AH12-5 AH12-6 AH12-8 AH12-9	AH12-2 AH12-3 AH12-4	AH12-1 AH12-9 AH12-10	



**Assessment Schedule HSC Course 2024**

**SUBJECT:** Biology

**TEACHER:** Ms Jessica Kotzur

	<b>Task 1 Microbial Testing – Practical investigation Depth Study (12 hours)</b>	<b>Task 2 Model and oral presentation - Hand in Task</b>	<b>Task 3 Biotechnology – In class resourced test Depth Study (8 hours)</b>	<b>Task 4 Trial Exam</b>	<b>TOTAL WEIGHT</b>
	<b>T4 W5</b>	<b>T1 W6</b>	<b>T2 W7</b>	<b>T3 Exam block</b>	<b>%</b>
<b>Knowledge and Understanding</b>	5	10	15	10	<b>40</b>
<b>Skills in Working Scientifically</b>	15	10	15	20	<b>60</b>
<b>Weighting (%)</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>
<b>Outcomes Assessed</b>	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO12-14	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12 -1 BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-13	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6 BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	



**Assessment Schedule HSC Course 2024**

**SUBJECT: Business Studies**

**TEACHER: Mrs Jodie Hulme**

<b>TASK:</b>	<b>Operations Task</b>	<b>Marketing Task</b>	<b>Financial statement analysis</b>	<b>Trial HSC</b>	<b>TOTAL WEIGHT</b>
<b>TIMING:</b>	Term 4 Week 9	Term 1 Week 7	Term 2 Week 4	Term 3 Week 4&5	
Knowledge and understanding	10	10	10	10	40
Stimulus-based skills			10	10	20
Inquiry and research	10	10			20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Outcomes Assessed</b>	H1, H2, H5, H7, H8, H9	H3, H4, H6, H7, H8, H9	H2, H5, H6, H8, H10	H1, H2, H3, H4, H5, H6, H8, H9	



## Assessment Schedule HSC Course 2024

**SUBJECT: CAFS**

**TEACHER: Mrs Michelle Wilson**

Task number	Assessment 1	Assessment 2	Assessment 3	Assessment 4	
<b>Nature of Tasks:</b>	<b>Independent Research Project</b> (Analysis, Recommendations) (In class)	<b>Investigation</b> Positive influences on community attitudes towards a group (In class)	<b>Presentation</b> Support for Parents and Carers (Hand in)	<b>Trial HSC Examination</b>	<b>TOTAL WEIGHT</b>
<b>TIMING:</b>	<b>Term 4, Week 8</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 6</b>	<b>Term 3, Week 4/5</b>	
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
<b>Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>
<b>Outcomes Assessed</b>	<b>H4.1, H4.2</b>	<b>H2.2, H2.3, H3.3</b>	<b>H3.2, H5.1, H5.2</b>	<b>H1.1 – H6.2</b>	



## Assessment Schedule HSC Course 2024

**SUBJECT: Chemistry**

**TEACHER: Mr Brendon Finn**

	<b>Task 1</b> Module 5	<b>Task 2</b> Module 6	<b>Task 3</b> Module 7	<b>Task 4</b> Modules 5, 6, 7, 8	
	Research task	Practical Task	Depth Study	Trial HSC Examination	
<b>Due Date</b>	Term 4 Week 7	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 4/5	
<b>Outcomes Assessed</b>	CH12-12 CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7	CH12-13 CH11/12-2 CH11/12-3 CH11/12-5	CH12-14 CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7	CH12-12 CH12-13 CH12-14 CH12-15 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7	<b>Total Weighting %</b>
<b>Skills in Working Scientifically</b>	10	15	20	15	60
<b>Knowledge and Understanding</b>	10	5	10	15	40
<b>Task Weighting %</b>	20	20	30	30	100



Assessment Schedule 2024 – Year 12 – English Advanced Teacher: Mrs Kara Robinson				
	Task 1	Task 2	Task 3	Task 4
Unit	Common Module: Texts and Human Experiences	Module A: Textual Conversations	Module C: The Craft of Writing	All Modules  5% Module C
Nature of task	Multimodal Presentation	Critical Response	Imaginative & Reflective	Trial Examination
Text/s	<i>The Crucible</i> - Arthur Miller (Drama)  Student selected related texts.	<i>Hagseed</i> - Margaret Atwood (Prose)  <i>The Tempest</i> – William Shakespeare (Shakespeare)	<i>Love and Honour and Pity and Pride and Compassion and Sacrifice</i> – Nam Le  <i>How to Marry Your Daughters</i> - Helen Garner  <i>Spotty-Handed Villainesses</i> – Margaret Atwood (Narrative & Discursive Short Texts)	All prescribed and related texts.
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 5	Term 3, Week 4/5
Outcomes assessed	EA12-2, EA12-7, EA12-8	EA12-1, EA12-5, EA12-6	EA12-1, EA12-3, EA12-4, EA12-5, EA12-9	EA12-2, EA12-3, EA12-5, EA12-7
<b>Components</b>	<b>Weighting</b>			
Knowledge and understanding of course content	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15
Total %	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>



<b>Assessment Schedule</b> 2024 – Year 12 – English Extension			
	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Unit</b>	Elective Module: Worlds of Upheaval	Elective Module: Worlds of Upheaval	All Modules
<b>Nature of task</b>	Imaginative Response and Reflection	Critical Response Integrating Student Selected Related Material	Trial Examination
<b>Timing</b>	Term 1, Week 5	Term 2, Week 4	Term 3, Examination Weeks
<b>Outcomes assessed</b>	EE12-2, EE12-5,	EE12-2, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4,
<b>Components</b>	<b>Weighting</b>		
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15
Skills in complex analysis, sustained composition and independent investigation	15	20	15
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>



<b>Assessment Schedule</b> 2024 – Year 12 – English Standard Teacher: Ms Taylor Emery				
	Task 1	Task 2	Task 3	Task 4
Unit	Common Module: Texts and Human Experiences	Module B: Close Study of Literature	Module C: The Craft of Writing	All Modules  5% Module C
Nature of task	Multimodal Presentation	Critical Response	Discursive & Reflective	Trial Examination
Text/s	<i>Billy Elliot</i> - Stephen Daldry (Film)  Student selected related texts.	<i>The Curious Incident of the Dog in the Night-time</i> – Mark Haddon (Prose Fiction)	<i>Popcorn</i> - Carol Chan (Prose)  <i>Dear Mrs Dunkley</i> – Helen Garner (Non-fiction)  <i>How to Live Before You Die</i> – Steve Jobs (Speech)	All prescribed and related texts.
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 5	Term 3, Week 4/5
Outcomes assessed	EN12-2, EN12-3, EN12-7	EN12-3, EN12-5, EN12-8	EN12-1, EN12-4, EN12-9	EN12-1, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8
<b>Components</b>	<b>Weighting</b>			
Knowledge and understanding of course content	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15
Total %	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>



Assessment Schedule 2024 – Year 12 – English Studies Teacher: Mrs Rebecca Harrison				
	Task 1	Task 2	Task 3	Task 4
Unit	Mandatory Common Module: Texts and Human Experiences	Module C: On the Road	All Modules	All Modules
Nature of task	Multimodal Presentation	Group Presentation	Trial Examination	Portfolio
Text/s	<i>Billy Elliot</i> - Stephen Daldry (Film)  Teacher or student selected related text	<i>Growing Up in Country Australia</i> – Rick Morton (Prose)	All prescribed and related texts.	All prescribed and related texts
Timing	Term 4, Week 8	Term 2, Week 5	Term 3, Week 4/5	Term 3, Week 7
Outcomes assessed	ES12-1, ES12-4, ES12-5, ES12-8, ES12-9	ES12-5, ES12- 6, ES12-10	ES12-1, ES12-2, ES12-7, ES12-8, ES12-9	ES12-3, ES12-4, ES12-5, ES12-9, ES12-10
<b>Components</b>	<b>Weighting</b>			
Knowledge and understanding of course content	15	10	10	15
Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language accurately, appropriately, and effectively</li> </ul>	15	10	10	15
Total %	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>



**Assessment Schedule HSC Course 2024**

**SUBJECT: Industrial Technology**

**TEACHER: Mr Peter Holman**

**FOCUS AREA: METAL AND ENGINEERING TECHNOLOGIES**

	COMPONENTS	% Weight	Task 1	Task 2	Task 3	Task 4
			Design Planning presentation	Industry Study	Project Development and Management - Report	Trial HSC Exam
			Term 1 Week 2	Term 1 Week 6	Term 2 Week 9	Term 3 Exam Window
<b>OUTCOMES</b>		<b>Term 2</b>	H3.1, H3.2, H4.2, H5.1,	H1.1, H1.2, H1.3, H5.1, H3.2, H7.1, H7.2	H4.1, H5.1, H5.2	H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2
	Knowledge and understanding of course content.	<b>40%</b>	10%	20%		10%
	Knowledge and skills in the design, management, communication and production of a major project.	<b>60%</b>	20%		30%	10%
	<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>



**Assessment Schedule HSC Course 2024**

**SUBJECT: Legal Studies**  
**Teacher: Miss Courtney Brogden**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Crime: Portfolio research task	Focus study 1 (Consumer): Research task and in-class essay	Focus study 2 (Family): Case study and related written task	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 7	Term 3, Week 4&5	
	H1, H4, H6, H7, H8	H1, H5, H6, H7, H9, H10	H1, H5, H6, H8, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	
Knowledge and understanding of course content	10	5	5	20	<b>40</b>
Analysis and evaluation	5	5	5	5	<b>20</b>
Inquiry and research	10	5	5		<b>20</b>
Communication of legal information, issues and ideas in appropriate forms		5	10	5	<b>20</b>
<b>Marks</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>



## Assessment Schedule HSC Course 2024

**SUBJECT: Mathematics Advanced**

**TEACHER: Mr Joel Bartholomaeus**

	Differentiation & Integration Assignment	Seen Test	Resourced Test	TRIAL Examination	TOTAL WEIGHT
	Term 1 Week 4	Term 1 Week 10	Term 2 Week 9	Term 3, Week 4-5	%
Understanding, fluency and communication	15	10	10	15	50
Problem solving, reasoning and justification	10	10	15	15	50
<b>Weighting (%)</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>
<b>Outcomes Assessed</b>	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-2, MA12-4, MA12-8, MA12-9, MA12-10	ALL	



## Assessment Schedule HSC Course 2024

**SUBJECT: HSC Mathematics Standard 1**

**TEACHER: Mr Peter O'Neill**

	<b>Networks Assignment</b>	<b>Resourced Test</b>	<b>In-class Assessment</b>	<b>Trial Examination</b>	<b>TOTAL WEIGHT</b>
	Term 4 2023 Week 5 9/11/23	Term 1 2024 Week 5	Term 2 2024 Week 6	Term 3 2024 Week 4/5	%
Understanding, fluency, and communication	5	15	10	20	<b>50</b>
Problem solving, reasoning and justification	15	10	15	10	<b>50</b>
<b>Weighting (%)</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>
<b>Outcomes Assessed</b>	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	ALL	



**Assessment Schedule HSC Course 2024**

**SUBJECT: Mathematics Standard 2**

**TEACHER: Miss Molly Slater**

	Networks	Resourced	In-class	Trial Examination	TOTAL WEIGHT
	Assignment	Test	Assessment		
	Term 4, 2023 Week 5 9/11/23	Term 1, 2024 Week 5	Term 2, 2024 Week 6	Term 3, 2024 Week 4/5 TBA	%
Understanding, fluency and communication	5	15	10	20	<b>50</b>
Problem solving, reasoning and justification	15	10	15	10	<b>50</b>
<b>Weighting (%)</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>
<b>Outcomes Assessed</b>	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, 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	ALL	



## Assessment Schedule HSC Course 2024

**SUBJECT: Music 1**

**TEACHER: Mr Damien Foley**

Task number and Topic	Task 1 Jazz	Task 2 An Instrument and its Repertoire	Task 3 Popular Music	Task 4 Music of Small Ensembles	
Nature of task	Core Performance and Improvisation	Elective 1 Presentation and Aural Analysis	Elective 2 Presentation and Aural Analysis	HSC Trial Examination and Elective Presentation 3	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9	Term 3, Examination Period	
Outcomes assessed	Core Performance and Improvisation - H1, H3, H9, H10	Elective 1 - H1 – H11*	Elective 2 - H1 – H11*	Elective 3 - H1-H11* Aural Exam – H2, H4, H6	
Components					Weighting %
Performance	10				10
Composition	10				10
Musicology		10			10
Aural			10	15	25
Electives		15	15	15	45
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

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



## Assessment Schedule HSC Course 2024

**SUBJECT: PDHPE**

**TEACHER: Mr D Fetineiai**

Assessment number	Assessment 1 Sports Med	Assessment 2 Core 1	Assessment 3 Core 2	Assessment 4	
<b>TASK:</b>	Research report (Hand in)	Written Response (In class)	Case Study (In class)	HSC Trial Examination	<b>TOTAL WEIGHT</b>
<b>TIMING:</b>	Term 4, Week 6	Term 1, Week 6	Term 2, Week 5	Term 3, Week 4	
Knowledge and understanding of course content	5	15	5	15	<b>40</b>
Skills in critical thinking, research, analysis and communication	15	10	20	15	<b>60</b>
<b>Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>
<b>Outcomes Assessed</b>	H8, H13, H16, H17	H1, H2, H3, H14, H16	H8, H11, H16, H17	H1 - H17	



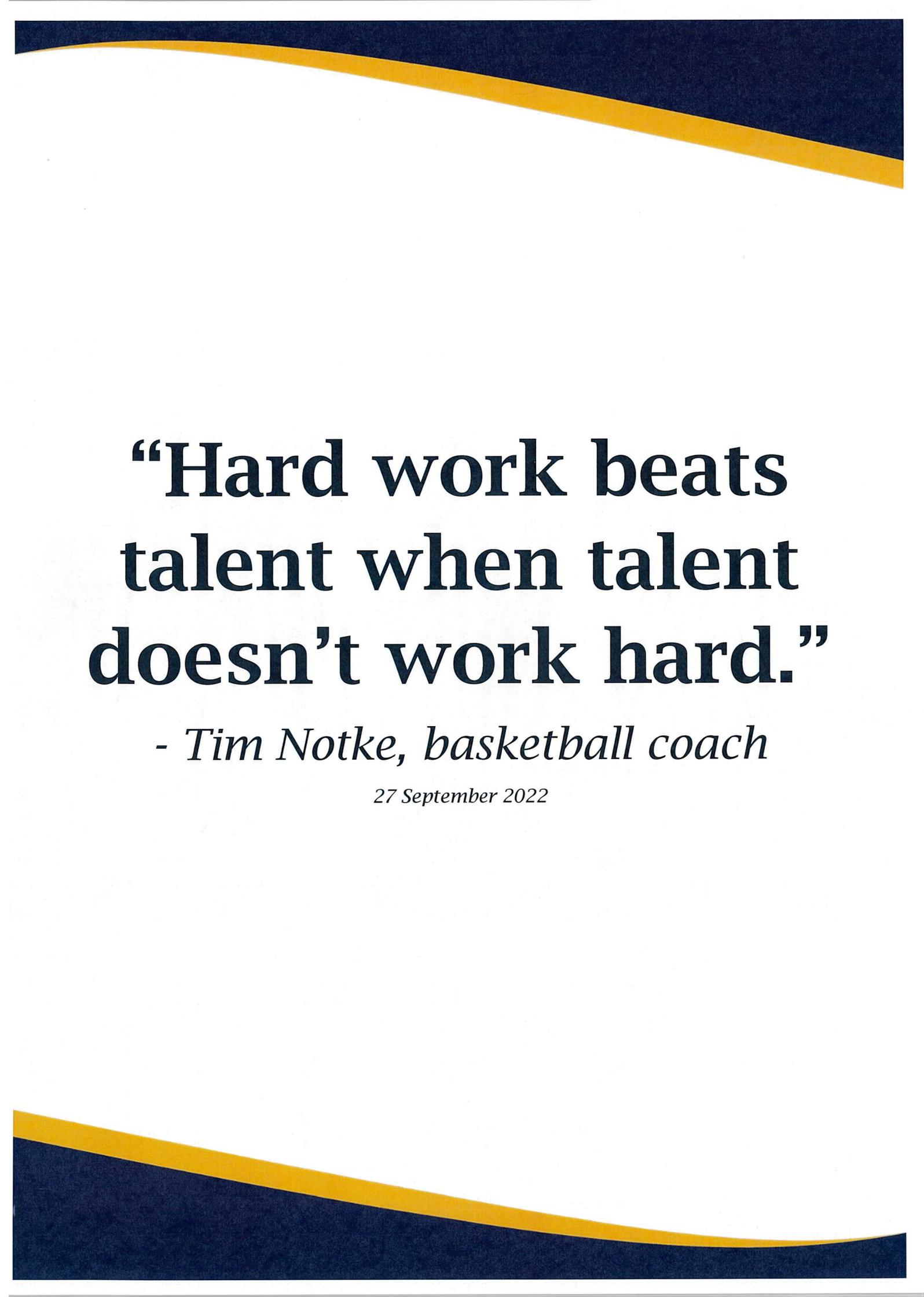
**Assessment Schedule HSC Course 2024**

**SUBJECT: Visual Arts**

**TEACHER: Ms Elspeth Sanders**

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Multimodal	Plates & Extended Response	Development of the Body of Work	Trial HSC Examination	
Timing	2024 Term 1, Week 3	2024 Term 1, Week 10	2024 Term 3, Week 2	2024 Term 3, Week (TBD)	
Outcomes assessed	H1, H2, H3,	H7, H8, H9	H4, H5, H6	H7, H8, H9, H10	
Component					Weighting %
Artmaking	20		30		50
Art Criticism and Art History		20		30	50
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>





**“Hard work beats  
talent when talent  
doesn’t work hard.”**

*- Tim Notke, basketball coach*

*27 September 2022*