

NARRANDERA HIGH SCHOOL



HSC
Assessment Schedule
2021



INTRODUCTION

Each school which presents candidates for the Higher School Certificate Course (HSC) in NSW is required to provide an assessment mark for each examinable course, and to certify satisfactory completion of the Year 11 and Year 12 outcomes of each course studied. Teachers also need to apply the Common Grade Scale to each Year 11 course. Each school which presents candidates for the HSC examination in NSW is required to provide an Assessment Mark for each course. These marks are then moderated by the NSW Education Standards Authority (NESA) to bring assessment marks from different schools to a common scale.

The purpose of this policy statement is to set out the guiding principles under which HSC assessment will proceed at Narrandera High School. Students are reminded that the issuing of this book to each student is evidence that they have been informed of assessment requirements.

At Narrandera High School, Stage 6 students use a compressed model to complete their HSC program. In this model, students' study requirements for the HSC are completed over a two-year period. However, both the Year 11 and Year 12 components of the Stage 6 courses (including the HSC examinations) are completed in one calendar year rather than two. Students will study 3 courses in Year 11 and 3 courses in Year 12.

Each year's course begins during Term 4, thus allowing a full year of study before the exams in October.

RATIONALE

The provision of a separate assessment mark from the examination mark in the HSC has a two-fold purpose. It is intended to provide a measure of a student's attainment which is based on:

- A wider range of syllabus objectives than is measured by the external examination;
- Measures and observations obtained throughout the course rather than a single examination.
- It is not possible to test all aspects of a subject (practical skills, oral tasks, fieldwork, projects) in an external examination.
- It is fairer to assess a student's progress throughout a course of study rather than a single examination.

Assessment through strategies such as formal examinations, tests, assignments, essays and creative works is used to diagnose strengths and weaknesses and inform parents.

Assessment is used to measure satisfactory completion of Year 11 and Year 12 course outcomes and requirements, and the eligibility to proceed to the HSC course in that subject.

GENERAL INFORMATION

To be eligible for the award of the Record of School Achievement (ROSA) and the HSC, students are required to:

- maintain a satisfactory record of attendance, conduct and progress at school as evidence of satisfactory course completion;
- undertake and satisfactorily complete courses which comprise the pattern of study required by NESAs;
- complete the requirements of each course, including any necessary homework, oral, practical or project work (as set out in each course syllabus and school program);
- make a genuine attempt to complete assessment tasks;
- sit and make a genuine attempt in any examination set as part of the course and sit the 'external' HSC examination at the end of the course; and
- Complete 12 units of Year 11 course work for the award of a Record of achievement. Complete at least 10 units YEAR 12 course work for the award of a HSC.

On completion of the Year 11 course, a student will be awarded a Record of Achievement, which will generally be presented on leaving school.

On completion of the HSC course, a student will be awarded an 'external' examination mark and a separate 'school based' assessment mark for each subject. A 'school based' assessment mark is calculated by the school and measures a student's performance in assessment tasks in relation to the course outcomes specified by that specific course.

Each candidate will receive a 'school-reported' Assessment Mark for each Year 11 subject.

The purpose of a "school-based" Assessment Mark is to measure and report student achievement based on a wider range of syllabus outcomes than can be measured by the external examination and on measures obtained throughout the course rather than at a single examination at the end of the HSC course.

Advantages of "school-based" Assessment include:

- it enables assessment of specific skills which are best demonstrated over time (e.g. practical skills);
- it caters for elements such as fieldwork where assessment can be completed in the field;
- it may increase the accuracy of the final assessment of student achievement by using multiple measures over time;
- students who achieve consistently but do not perform as well under examination pressure are not disadvantaged;
- Additional information is provided to students, employers, and other educational institutions in the community.

DEFINITION OF AN ASSESSMENT TASK

An assessment task is a piece of work undertaken by a student to measure how well that student has achieved specific course outcomes. It may be an in-class task undertaken at a particular time, or an independent piece of research to be submitted on a due date. Alternately it may be a long term project in a subject such as Music or Design & Technology etc., where marks are awarded at a number of specific stages of the project. All tasks (including written components of pre-prepared in-class tasks), must be handed in, or emailed to the relevant teacher by 3:00pm on the due date. All presentations (e.g. Science presentation or oral presentation in English) must be completed on the nominated day.

Quality Assessment Tasks:

- Are integral to the teaching and learning process
- Focus upon syllabus outcomes
- Are appropriate for the outcomes being assessed
- Are valid, reliable, equitable and measurable
- Allow each student to demonstrate his or her level of achievement
- Are worded to clearly explain to students what they are required to do
- Communicate to students the assessment criteria/marking scheme
- Use the language of syllabus outcomes

NESA

NESA expects students to undertake all set Year 11 and YEAR 12 Assessment tasks and requires all students to follow an Assessment Schedule and have an Assessment Mark submitted for each course entered.

The minimum requirement is that the student makes a genuine attempt at Assessment tasks which contribute in excess of 50 per cent of available marks set for each course. Students who do not comply with NESA Assessment requirements in any course may not be eligible to progress to the YEAR 12 stage of that course and may not be eligible for the award of a Higher School Certificate.

In the case of Extension courses, students who fail to meet the assessment requirements for the common (or 2 units) part of the course will not receive a result in the course.

The 'N' determination process will be applied to students who do not meet course requirements and/or do not submit assessment tasks.

COMPLETION OF YEAR 11 AND YEAR 12 ASSESSMENT TASKS

Assessment for the Year 11 Course will commence in term 4 of each year and continue up until the final week of term 1 in the following year. The Year 12 assessment begins in Term 2 and continues up until the end of Term 3. (Refer to individual assessment schedules for each course).

ASSESSMENT RECORDS

Assessment records are kept by the class teacher using the assessment schedule for each subject. The teacher is responsible for marking each assessment task and keeping a record of assessment marks. Head teachers will also keep a record of the assessment marks in a central location for each faculty. The students must sign a register when issued with an assessment task as well as upon submission of each task.

COMMUNICATION

Each teacher will provide students with written notification of each summative Assessment task, including 'Assessment Task Notification Sheet' at least two weeks before the due date.

This will include:

- the outcomes to be assessed;
- due date and Assessment weighting;
- the nature and content of the task;
- assessment criteria/marking guidelines to be used; and
- the procedures students should follow when submitting the task.

All students must sign and date the 'Assessment Notification Register' to acknowledge they have been given the 'Assessment Task Notification Sheet'.

Teachers must ensure all students have signed and dated this form, with copies to be kept with Teachers and Head Teachers. Students will sign and date when their task is returned to them. They will receive meaningful feedback within two weeks of the date the task was submitted.

FLEXIBILITY AND FAIRNESS

Narrandera High School will develop methods of Assessment which are fair to all students and sufficiently flexible to cater for the needs of atypical students. The final Assessment Task cannot be modified to take into account the possible effects of illness and misadventure. Consideration of the effects of illness or misadventure can only be taken into account at the time that individual Assessment Tasks are completed. Student appeals for illness or misadventure should be submitted within two days of returning to school for consideration by the class teacher, Head Teachers and Year Advisor who will then provide feedback to the student.

RELIABILITY

Assessment tasks will be designed so as to discriminate between students as far as possible consistent with coverage, validity, accuracy, accountability and fairness, as described above. Refer to HSC: All My Own Work: <http://amow.NESA.edu.au>

REPORTING TO STUDENTS AND PARENTS

It is important for students to realise that:

- Cumulative rankings may be influenced by student transfers into or from the course group;
- Year 11 and Year 12 course assessment is outcomes based
- Year 11 and Year 12 reports will describe student achievement of Year 11 or Year 12 course outcomes using performance scales; and
- Student performance should be interpreted against the course outcome standards as well as the Assessment ranking.
- Ranking is more important than the final mark value. The mark value is moderated on a state wide basis following the Year 12 examinations.
- Teachers are required to keep the final assessment marks confidential and will not report this mark to students or parents. However, teachers will report the final assessment ranks to students and parents. Once the assessment mark has been moderated by the NESA after the final exams, marks will then be reported as part of the students' Higher School Certificate final results.

ELIGIBILITY FOR HSC

Student eligibility for HSC is monitored in the following ways:

Enrolment in HSC

- The school eBOS coordinator enters students in eBOS Schools Online at the beginning of each calendar year, as per the operational requirements of the eBOS system.
- A Confirmation of Entry is printed for the Year 11 course which is checked and signed by students. Necessary adjustments and corrections are then made by the eBOS coordinator.
- At the commencement of the HSC course a Confirmation of Entry is printed which is re-checked and signed by students. Necessary adjustments and corrections are then made by the eBOS coordinator.
- Students are advised how to sign up to their online eBOS accounts.

SUBJECT SELECTION/CHANGES TO PATTERN OF STUDY

Students selecting subjects prior to the commencement of the Year 11 course, or making changes to their pattern of study for the HSC, are interviewed by the Careers Advisor and eBOS coordinator who advise of any ramifications for future study or career paths. The eBOS coordinator also consults with the student to ensure that they have satisfied number of unit requirements, including necessary/maximum number of English, Category A and Category B units.

APPEAL PROCEDURES

If a student or parent is concerned about an assessment mark or rank received, this concern should initially be discussed with the class teacher. If this does not resolve the concern, then the matter should be referred to the Head Teacher, then the Principal or Deputy Principal within two school days of the assessment being returned to the student.

Requests for reviews should be submitted to the class teacher on an Appeal Form available from school. If the Rank Order (or position in group) assigned by the school in the order-of-merit differs significantly from a student's expectations, the student may seek a review in that course.

The review of a student's rank will involve an administrative check only and will not question a teachers' professional judgment in any way. The purpose of the review is to establish that:

- the weightings, used by the school, were those specified by NESAs;
- the marks awarded were consistent with the school's Assessment Policy; and
- a computational or clerical error has not occurred.

SPECIAL PROVISIONS AND ADJUSTMENTS FOR STUDENTS WITH DISABILITIES

Adjustments to assessments are applied in line with NESAs requirements (including Stage 6 as needed). Special provisions consistent with policy used by NESAs may also be applied.

TREATMENT OF ATYPICAL STUDENTS

In some situations, no specific guidelines have been issued by NESAs for treatment of students who do not fit the usual assessment pattern established by the school. In these cases, the school will adopt the following procedures:

Transfers

Students who transfer to NHS before the period of formal assessment commences will be assessed with all other candidates. Those who arrive after this date but before the final date of HSC entry will receive a final assessment based on those tasks which are completed since arrival at NHS. Any assessment information received from the student's former school may be used for assessment purposes but there is no obligation to do so.

Absentees from Assessment Tasks / Requesting an Extension

Where a student is absent from an in-class assessment task, the student must complete an 'Application for Extension' prior to the due date. If the class teacher, in consultation with the Head Teachers and Year Advisor, considers the student to have a valid reason (e.g. illness - medical certificate required or approved leave) then a mark may be awarded based on the existing or a substitute task. In exceptional circumstances (e.g. where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate), the above people may authorise an estimate based on other appropriate evidence. This will be done by the class teacher in consultation with the Head Teacher. In all other cases where a candidate

fails to do an assessment task, a zero mark will be recorded for that task but the task should still be completed by the student to meet "satisfactory course completion" requirements.

Accelerants

Accelerants should complete all Assessment tasks, or the equivalent, that are undertaken by other students completing the usual Year 11 program. There may need to be flexibility however in the order and timing of Assessment tasks. Programs of work may need to be specifically tailored to the accelerant's needs.

Accumulates

In the case of an accumulator who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of NESAs. If NESAs approval is given, the student must add substantially to the major work or project in the repeat year.

FORMAL SUBMISSION OF WORK

Submission of Work

All assessment tasks excluding in-class tests/presentations should be submitted to the relevant teacher no later than 3:00 pm on the due date or at what time the teacher advises. All work must be submitted as a **hardcopy** to the teacher (wherever possible during the COVID-19 changes). The register must be signed and dated on submission of the task. Any alternative method of submission will be clearly stated on the Assessment Task Notification Sheet. Teachers are required to ensure that they have provided explicit instruction to students in how to make any alternative submission required by students. In the event of using technology to submit work, students are responsible for ensuring their technology works. Students incur the responsibility for any incorrectly sent/incomplete emails or other methods of electronic submission and the task may not be accepted if issues are not resolved prior to the due date and time.

Late Submission of Work

Where a task is submitted late, the task will be marked as normal, but a mark of 'Zero' will then be applied. However, the assessment task must still be submitted. Work will be counted as being late and the penalties applied if it is received after 3:00 pm on the due date without a valid reason.

Student Responsibilities

You are expected to complete tasks that are part of the assessment program, and you should ensure that you have a copy of the school's assessment schedule for each course.

If an assessment task is not going to be done or handed in by the scheduled time, it is your responsibility to ask your teacher for an alternative task or extension of time as set out in this policy.

Students should carefully check their marked work when it is returned by the class teacher.

It is also the student's responsibility to check examination timetables throughout their study of Stage 6 and ensure they are present at all examinations.

Teacher Responsibilities

The teacher is responsible for marking submitted Assessment Tasks consistent with standards set by NESAs and for returning the marked work to students within two weeks. The teacher is also responsible for providing students with constructive feedback on achievement of the syllabus outcomes being assessed in that task.

The teacher is responsible for ensuring that all marks are recorded in the official faculty markbook so that the Head Teacher and other members of the Executive are able to access this information as required. All teachers are required to keep a backup copies of marks for ALL courses that they teach.

Unsatisfactory Completion of Assessment Tasks / N Award

Process

In order to have studied a NESAs course satisfactorily, the NESAs expects each candidate to complete all assessment tasks set in the Assessment Schedule for each course entered. It should be noted that in cases where a task is not completed and where the Head Teacher/Executive are not prepared to accept the reason given for not submitting a task, the task will be awarded a zero mark and noted as a non-attempt.

Where a student is awarded zero marks due to failure to complete Assessment Tasks totaling more than 50% of the final course Assessment Mark, the Principal will certify that the course has not been satisfactorily completed. The 'N' Award process is adhered to and The Year 11 Record of Achievement or HSC will not report those courses in which Assessment requirements have not been met.

In the event that the school needs to follow the N Award Process, NESAs stipulates that warning letters are to be sent if work is unsatisfactory or not submitted on time. It is your responsibility to ensure your work is up to date and of a satisfactory standard. NESAs Requires TWO N Determination Warning letters to be sent prior to N Determining a student in a particular course. At NHS a third warning letter for any one subject will be accompanied by a request to attend an interview with the Deputy Principal and your parents. If the situation is not rectified in the time specified, your HSC may be in jeopardy. You and your parents will then be required to attend an interview with the Principal where the implications of your unsatisfactory progress are explained to you, along with your rights of appeal. In some circumstances, you may not be eligible to receive the HSC. If you do not satisfactorily complete 12 Year 11 units and 10 Year 12 units of courses, you are not eligible to qualify for the HSC.

Dishonesty, Malpractice / Breach of Examination and Assessment Rules

It is expected that all work submitted by a student as part of an Assessment will be a result of their own honest effort and will not be as a result of malpractice or breach of the school's and NESAs and Assessment Rules.

Where it is alleged that a student has been dishonest and has breached the rules a report will be written by the supervising teacher for review by the Head Teacher and Principal. The student will also be invited to submit a written report (voluntary) and may be called to meet with the Class Teacher, Head Teacher and Principal to discuss the allegation of malpractice.

In cases where a student has been proven to have been dishonest, a penalty will be imposed by the Head Teacher ranging from a percentage reduction in marks to zero mark and a recording of non-completion of that Assessment Task.

Illness/Misadventure

Where a student's performance in an Assessment Task is affected by a valid illness/misadventure preventing presentation/submission of part or the entire task, the student should complete an 'Application for Extension (Illness/Misadventure)'. In general, a valid misadventure is a situation that is unpredictable and out of the control of the student.

Ideally a request for consideration on grounds of Illness or Misadventure would be completed prior to the task due date, however, in circumstances where this is not possible, a request for consideration of misadventure should be submitted to the class teacher **as soon as possible**. There will be consultation between the teacher, Head Teacher and Principal. If the request is upheld, the student may be awarded a mark based on the original task, a substitute task or in exceptional circumstances an estimate based on other evidence.

If you are going to be away on the day an in-class assessment task is due then a phone call to the school explaining your absence is necessary and this should be supported by the relevant official documentation if an Extension or estimate for the task is required.

Failure to communicate the circumstances of misadventure to the school and offer supporting documentation in all relevant circumstances may result in a zero award for the task.

Students should note that loss of work through computer or electronic malfunction does not constitute a valid misadventure. Students who submit work electronically should submit a hard copy as well. Students should use standard back-up procedures and considered to be responsible for ensuring their ability to submit work irrespective of technology use or failure.

Use of Assignments in More than One Course

It is not acceptable to submit the same assignment for more than one course. Common material and resources may be used to develop assignments for more than one course. Since the course outcomes are different in each subject, the assignments set in different courses are expected to be substantially different. Breach of this rule will be deemed as malpractice.

Mobile Phones in Examinations and Assessment Tasks

Mobile phones or other electronic communication devices must not be taken into examination rooms, including any in-class tests or assessment tasks. Students found to be in breach of this rule may be penalised for all or part marks.

Timing of Assessment Tasks

The timing of Assessment Tasks for the various courses will be as stated in this assessment schedule. Assessment for Year 11 courses will generally finish by the end of the first week of term 2. Year 12 assessment begins after this and will be completed by the end of Term 3.

Two school weeks' notice must be given for summative assessment tasks. Dates, once set, will not be changed unless circumstances are exceptional. Any and all changes must be negotiated with the class teacher and written notification of such changes will be given.

No Assessment Tasks will be scheduled one week before the Trial HSC Examinations.

RIGHTS AND RESPONSIBILITIES OF STUDENTS AND PARENTS

This school recognises the right of students and parents to have:

- Access to both general assessment information and to specific information regarding progress in a course of study, including progressive and final Rank Order (or position in course).
- Knowledge of procedures for 'N' Determination Warnings, Appeals and Assessment Review.
- Students are expected to attend the school's Year 11 and Year 12 Assessment Information meeting, to keep a copy of the Year 11 and Year 12 Assessment Policy Booklet and to be familiar with Year 11 and Year 12 Assessment Policy and procedures. Lack of familiarity with Assessment Policy will not be accepted as grounds for appeal in cases of penalty due to breach of policy.
- If a student knows in advance that he/she will be absent from school for any reason it is their responsibility to find out from teachers any tasks due to be set during the period of absence. (This includes absence from class due to participation in sporting visits, excursions, work placement or other school programs.)
- If a student is unexpectedly absent it is their responsibility, on the first day back at school to check with their teachers to determine if any assessments, including tasks, were set during their absence.
- Students must present their own work in each task and make a genuine and honest attempt.
- Students should present assessment tasks by 3:00 pm to the relevant class teacher on the due date OR follow the procedures for Application for Extension prior to the due date.
- Students should complete all preparatory, draft or practice tasks. Failure to do so could adversely affect performance in examinations and in assessment tasks. This, in turn, may affect final Assessment Rank Order.
- Students should comply with the teacher's instructions during an Assessment task. Students who do not comply or who are dishonest in any way may receive either a zero mark or non - attempt for the assessment task.
- Students should not absent themselves from normal school lessons on or before an assessment task due date in order to complete the task. Unexplained absence may lead to a penalty for malpractice/breach of Examination and Assessment Rules.
- Students are expected to check all examination timetables (including the official HSC timetable) and be present at all exams.
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A student under school suspension has the responsibility to arrange for the collection of cover sheets for assessment tasks set during that period. All tasks must still be submitted on time. Suitable arrangements should be made with the class teacher for the completion of in-class tasks which are scheduled during their suspension. Suspensions should not be regarded by students as a reason for seeking the deferment of assessment tasks.

Homework and Assignments

Homework and assignments are set during the course to consolidate learning and to practice skills. Although these tasks may not be formal assessment tasks they are important for effective learning. Failure to complete set tasks may constitute unsatisfactory progress and non-completion of course requirements.

Attendance

Students whose attendance is called into question will be required to prove to the Principal's satisfaction that they are meeting the course criteria. Attendance is constantly monitored on the school's computer system. Students are responsible for catching up on missed work and completing assessments. Students are also able to apply for an extension supported by a doctor's certificate.

SCHOOL AND TEACHER RESPONSIBILITIES

The welfare and equitable achievement of students has been the prime concern in establishing an Assessment policy for Narrandera High School. The school and its staff will undertake to ensure that:

- Staff, students and parents are briefed annually on this policy (at the commencement of Year 11 courses);
- Students are given at least 2 week notice in writing of Assessment Tasks and their relative weighting.
- Assessment Tasks will not consume excessive time. A page limit or word limit may be given for all written tasks;
- Assessment Tasks are coordinated through a grid to avoid excessive demands on students;
- Assessment Tasks are planned so that they do not interfere with student preparation for formal examinations;
- The Year Advisor, Deputy Principal and/or Principal will coordinate assessment task schedules;
- Documentation of appeals are maintained on file at the school.
- 'N' Determination Warning letters are lodged with the office for processing and are mailed through the office. The office staff will take a copy of the letter which will be kept in the student's file.

VET ASSESSMENT

Vocational Education and Training (VET) courses focus on the achievement of workplace competencies. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for AQF Certification is competency based. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors.

Assessment of competencies is judged against a prescribed industry standard.

Some forms of assessment will be on-going. Evidence of competence will be gathered on an on-going basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests and role plays and simulations.

Work placement -work placement is a mandatory requirement for each course within the VET framework. Indicative (70) hours must be met (over the 240 hour course). Work placement must be completed. Failure to complete work placement will render the student ineligible for an award of a HSC in this course, and may impact a student's eligibility for the award of an HSC overall.

GRADING FOR YEAR 11 COURSE – COMMON GRADE SCALE

Schools are responsible for awarding each student studying and completing a Stage 6 Year 11 course a grade (A,B,C,D or E) to represent the student's achievement (except Like Skills courses and VET). The grade awarded is reported on the student's Record of School Achievement.

The Common Grade Scale

Teachers will use the Common Grade Scale for Year 11 Courses for all NESA Developed and NESA Endorsed Courses to determine grades. The grade descriptions are derived from the knowledge, skills and understandings developed in Stage 6 syllabuses and provide a general description of typical performance at each grade level, A to E.

Determining Stage 6 Year 11 Course Grades

Teachers should follow the School's procedures for assessment of Student achievement in Year 11 courses and the awarding of grades.

The process should involve the collection of information on the achievement of each student at various stages throughout the course. This assessment information presents a picture of what the student knows, understands and can do in relation to the syllabus objectives and outcomes. Teachers apply their professional judgement to the overall picture of student achievement at the end of the course. The Common Grade Scale for Year 11 Courses is then used to make an on-balance judgement of the most applicable grade description. A student should be awarded the grade that aligns with the most appropriate grade description.

Common Grade Scale for Year 11 courses

The Common Grade Scale shown below should be used to report student achievement in the Year 11 Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

| |
|---|
| A |
| The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B |
| The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C |
| The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D |
| The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E |
| The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas. |

CRITERIA FOR SATISFACTORY COURSE COMPLETION

NESA has stated that the following Course Completion Criteria will apply to both Year 11 and Year 12 Courses:

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:

- i. Followed the course developed or endorsed by the NESA
- ii. Applied themselves with diligence and sustained effort to the set tasks and experiences
- iii. Provided in the course by the School; and
- iv. Achieved some or all of the course outcomes.

If a candidate is at risk of being deemed unsatisfactory in a Year 11 Course for one or more of the above reasons, then the Principal will ensure the following procedures are followed:

- i. Warn the candidate in writing in time for the problem to be corrected;
- ii. Hand the warning to the candidate or post by ordinary mail;
- iii. Request the candidate's written acknowledgement of the warning;
- iv. Retain a copy of the warning notice; and
- v. Advise the parent or guardian.

LIFESKILLS STUDENTS

Stage 6 Life Skills courses have been developed for the small percentage of students with special education needs for whom the regular outcomes and content are not appropriate.

Assessment of Stage 6 Life Skills Courses takes into account the individual ways that students demonstrate achievement of course objectives and outcomes.

To cater for the individual needs of each student participating in Life Skills Courses, a range of assessments are used over the duration of the course in an ongoing basis.

These may include – Observation of participation and performance, oral reports and presentations, involvement in group work, written tasks and work experience reports.

HSC ASSESSMENT TIMETABLE 2021

Students can summarise their assessment commitments in the following table.

| Week / Date | Term 2, 2021 | Term 3, 2021 |
|--------------------|---------------------|---------------------|
| Week 1 | | |
| Week 2 | | |
| Week 3 | | |
| Week 4 | | |
| Week 6 | | |
| Week 6 | | |
| Week 7 | | |
| Week 8 | | |
| Week 9 | | |
| Week 10 | | |
| Week 11 | | |

2021 Assessment Schedules

STAGE 6 COURSE ASSESSMENT SCHEDULES (T2 2021-T3 2021)

English Standard – Year 12 – UPDATED March 2021

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|---|--|---|--------------------|
| Nature of task | Texts and Human Experiences Multimodal presentation with related material | Module A: Language Identity and Culture Analytical Response | Module C: Craft of Writing Imaginative, Discursive or Persuasive Response with Justification | Trial HSC Examination Common Module Module B (20%) Craft of Writing (5%) | |
| Timing | Term 2, Week 5 | Term 3, Week 1 | Term 3, Week 4 | Term 3, Week 6 | |
| Outcomes assessed | EN12-2, EN12-3, EN12-6, EN12-7, EN12-9 | EN12-3, EN12-6, EN12-7, EN12-8, EN12-9 | EN12-1, EN12-3, EN12-4, EN12-5, EN12-9 | EN12-1, EN12-5, EN12-6, EN12-7 | |
| Components | | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 10 | 10 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 15 | 10 | 10 | 50 |
| Total % | 30 | 25 | 20 | 25 | 100 |

English Studies – Year 12 – UPDATED March 2021

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|--|---|---|--------------------|
| Nature of task | Mandatory Module: Texts and Human Experiences Persuasive or discursive response | Elective Module: We Are Australian Multimodal Presentation | Elective: The Big Screen - English in Filmmaking Reading and Writing in class task using set text and unseen material | All modules Portfolio | |
| Timing | Term 2, Week 5 | Term 2, Week 8 | Term 3, Week 1 | Term 3, Week 4 | |
| Outcomes assessed | ES12-3, ES12-4, ES12-7, ES12-9 | ES12-3, ES12-4, ES12-5, ES12-6, ES12-9 | ES12-1, ES12-2, ES12-5, ES12-8 | ES12-1, ES12-3, ES12-4, ES12-6, ES12-7, ES-10 | |
| Components | | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 10 | 10 | 15 | 50 |
| Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively | 10 | 10 | 15 | 15 | 50 |
| Total % | 25 | 20 | 25 | 30 | 100 |

Business Studies – Year 12

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--------------------------|---|--|-----------------------------------|-------------|
| Nature of task | Operations Topic Test | Marketing Marketing Plan Analysis | Finance Financial Statement Analysis | Examination Trial Examination | |
| Timing | Term 2, Week 5 | Term 2, Week 10 | Term 3, Week 4 | Term 3, Week 6 | |
| Outcomes assessed | H2, H3, H4, H5 | H1, H6, H7, H9 | H6, H8, H9, H10 | H2, H3, H4, H5, H6, H7, H8, H9 | |
| Components | | | | | Weighting % |
| Knowledge and understanding of course content | 5 | 10 | 10 | 15 | 40 |
| Stimulus-based skills | | 5 | 10 | 5 | 20 |
| Inquiry and research | 10 | 10 | | | 20 |
| Communication of business information, ideas and issues in appropriate forms | | 5 | 5 | 10 | 20 |
| Total % | 15 | 30 | 25 | 30 | 100 |

Biology – Year 12

| Task number | Task 1 | Task 2 | Task 3 | Weighting |
|----------------------------------|--|--|--|------------|
| Nature of task | Depth Study | Investigation | Trial Higher School Certificate Examination | |
| Timing | Week 2 Term 3, 2020 | Week 5 Term 2, 2020 | Term 3, Week 6 | |
| Outcomes assessed | BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO12-13 | BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO12-12 | 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 | |
| Components | | | | |
| Skills in Working Scientifically | 20 | 20 | 20 | 60 |
| Knowledge and Understanding | 10 | 10 | 20 | 40 |
| Total % | 30 | 30 | 40 | 100 |

Drama – HSC

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--------------------------|--|--|--|---|--------------------|
| Nature of task | <p>Performance and Extended Response: <i>Australian Drama and Theatre (Dramatic Traditions in Australia)</i></p> <p>Presentation of performance based on selected performance style and Extended Response</p> | <p>Performance and Extended Response: <i>Studies in Drama and Theatre (Verbatim Theatre)</i></p> <p>Presentation of performance based on selected performance style and Extended Response</p> | <p>Presentation of Individual Project and Group Performance: <i>Individual Project and Group Performance</i></p> <p>Presentation of Individual Project (critical analysis, design, performance, scriptwriting or video drama) and Presentation of Group Performance</p> | <p>Trial HSC Examination: <i>Australian Drama and Theatre (Dramatic Traditions in Australia)</i> and <i>Studies in Drama and Theatre (Verbatim Theatre)</i></p> <p>Written Exam Only</p> | |
| Timing | T2, Wk6 | T3, Wk1 | T3, Wk3 | Trial Examination Week | |
| Outcomes assessed | H1.1, H1.3, H1.5, H1.9, H2.4 , H3.2, H3.3 | H1.2, H1.5, H1.7, H2.3, H3.1 , H3.4, H3.5 | H1.4, H1.6, H1.8, H2.1, H2.2, H3.2, H3.5 | H3.1, H3.2, H3.3, H3.4, H3.5 | |
| Components | | | | | Weighting % |
| Making | 10 | 10 | 20 | | 40 |
| Performing | 5 | 5 | 20 | | 30 |
| Critically Studying | 5 | 5 | | 20 | 30 |
| Total % | 20 | 20 | 40 | 20 | 100 |

Stage 6 Industrial Technology: Metal and Engineering Technologies

HSC Course Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | | |
|---|-------------------------------------|--|--|--|------------|--|
| Nature of tasks | Designing and Planning Presentation | Industry Study | Project Development and Management Report | Trial Examination | | |
| Timing | Term 2, Week 4 | Term 2, Week 8 | Term 3, Week 2 | Term 3, Weeks 6 | | |
| Outcomes assessed | H3.1, H3.2, H3.3, H5.1 | H1.1, H1.2, H1.3, H6.1, H6.2, H7.1, H7.2 | H2.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2 | H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1 | | |
| Component | | Weighting % | | | | |
| Knowledge and understanding of course content | 5 | 5 | 10 | 20 | 40 | |
| Knowledge and skills in the design, management, communication and production of a major project | 15 | 15 | 20 | 10 | 60 | |
| Total % | 20 | 20 | 30 | 30 | 100 | |

Stage 6 Industrial Technology: Timber Products and Furniture Technologies

HSC Course Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|-------------------------------------|--|--|--|-------------|
| Nature of tasks | Designing and Planning Presentation | Industry Study | Project Development and Management Report | Trial Examination | |
| Timing | Term 2, Week 4 | Term 2, Week 8 | Term 3, Week 2 | Term 3, Weeks 6 | |
| Outcomes assessed | H3.1, H3.2, H3.3, H5.1 | H1.1, H1.2, H1.3, H6.1, H6.2, H7.1, H7.2 | H2.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2 | H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1 | |
| Component | | | | | Weighting % |
| Knowledge and understanding of course content | 5 | 5 | 10 | 20 | 40 |
| Knowledge and skills in the design, management, communication and production of a major project | 15 | 15 | 20 | 10 | 60 |
| Total % | 20 | 20 | 30 | 30 | 100 |

Legal Studies – Year 12

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|-----------------------------|-------------------------------|-------------------------------|---------------------------------------|-------------|
| Nature of task | Crime Case Analysis Task | Human Rights Research Task | Family Essay | Examination Trial Examination | |
| Timing | Term 2, Week 6 | Term 2, Week 10 | Term 3, Week 3 | Term 3, Week 6 | |
| Outcomes assessed | H1, H3, H7, H8, H9 | H4, H5, H6, H8, H9 | H1, H3, H4, H5, H7, H8, H9 | H1, H2, H3, H4, H5, H6, H7, H8, H9 | |
| Components | | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 10 | 10 | 40 |
| Analysis and evaluation | 10 | | | 10 | 20 |
| Inquiry and research | 10 | 10 | | | 20 |
| Communication of legal information, ideas and issues in appropriate forms | | | 10 | 10 | 20 |
| Total % | 30 | 20 | 20 | 30 | 100 |

Mathematics Advanced– Year 12

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|--|---|--|--------------------|
| Nature of task | In Class Test Topics: Sequences and Series M1, Transformations of Functions F2 | In Class Test Topics: Trigonometric Functions T3, Further Differentiation C2/C3, Geometrical Applications of Differentiation C3 | Assignment/Investigation Topics: Integration C4, Statistics S2 | Trial HSC Examination All Year 11 and Year 12 Content | |
| Timing | Term 2 – Week 5 | Term 2 – Week 10 | Term 3 – Week 4 | Term 3 – Week 6 | |
| Outcomes assessed | MA12-1, MA12-4, MA12-9, MA12-10 | MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10 | MA12-3, MA12-7, MA12-8, MA12-9, MA12-10 | MA12-1 to MA12-10 | |
| Components | | | | | Weighting % |
| Understanding, Fluency and Communication | 10 | 10 | 15 | 15 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 10 | 15 | 15 | 50 |
| Total % | 20 | 20 | 30 | 30 | 100 |

Mathematics Standard 1 – Year 12

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--|---|---|---|-------------|
| Nature of task | In Class Task Topics: Rates M4, Networks and Paths N1 | In Class Task Topics: Investments F2, Right Angled Trigonometry M3 | Assignment/Investigation Topic: Scale Drawing M5 | Trial HSC Examination (if applicable) or Assignment Year 11 and Year 12 Courses | |
| Timing | Term 2 – Week 5 | Term 2 – Week 10 | Term 3 – Week 4 | Term 3 – Week 6 | |
| Outcomes assessed | MS1 – 12-3, 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 – 12-3, MS1 – 12-4, MS1 – 12-9, MS1 – 12-10, | MS1 – 12-1 to MS1 - 12-10 | |
| Components | | | | | Weighting % |
| Understanding, Fluency and Communication | 10 | 10 | 15 | 15 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 10 | 15 | 15 | 50 |
| Total % | 20 | 20 | 30 | 30 | 100 |

Mathematics Standard 2– Year 12

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|--|---|--|---|--------------------|
| Nature of task | In Class Test Topics: Rates and Ratios M7, Network Concepts N2.1, N 2.2 | Assignment/Investigation Topics: Investments and Loans F4.1, F4.2, Non Right-Angled Triangle Trigonometry M6, Simultaneous Linear Equations A4.1 | In Class Test Topics: Bivariate Data Analysis S4, Annuities F5 | Trial HSC Examination All Year 11 and Year 12 Content | |
| Timing | Term 2 – Week 5 | Term 2 – Week 10 | Term 3 – Week 4 | Term 3 – Week 6 | |
| Outcomes assessed | MS2 – 12-1, MS2 – 12-3, MS2 – 12-4, MS2 – 12-8, MS2 – 12-9, MS2 – 12-10 | MS2 – 12-1, MS2 – 12-3, MS2 – 12-4, MS2 – 12-5, MS2 – 12-9, MS2 – 12-10 | MS2 – 12-2, MS2 – 12-5, MS2 – 12-7, MS2 – 12-9, MS2 – 12-10 | MS2 – 12-1 to MS2 – 12-10 | |
| Components | | | | | Weighting % |
| Understanding, Fluency and Communication | 10 | 10 | 15 | 15 | 50 |
| Problem Solving, Reasoning and Justification | 10 | 10 | 15 | 15 | 50 |
| Total % | 20 | 20 | 30 | 30 | 100 |

Personal Development, Health and Physical Education – HSC Course

| Task number | Task 1 | Task 2 | Task 3 | |
|--|--|---|---|-------------|
| Nature of task | Core 1 – Health Priorities in Australia Research Task | Core 2 – Factors Affecting Performance Practical task plus application of syllabus content | Yearly Examination (Trial HSC Examination) | |
| Timing | Term 2, Week 9 | Term 3, Week 4 | Term 3, Week 6 | |
| Outcomes assessed | H1, H2, H3, H4, H5, H14, H15, H16 | H7, H8, H9, H10, H11, H17 | H1–H12 | |
| Component | | | | Weighting % |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Skills in critical thinking, research, analysing and communicating | 25 | 25 | 10 | 60 |
| Total % | 35 | 35 | 30 | 100 |

Photography – Year 12

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---------------------------------|-------------------------------------|--|---|-------------|
| | Digital manipulation portfolio | Extended Response Task | Collaborative Project | |
| | Term 2, Week 5 | Term 2, Week 8 | Term 3, Week 1 | |
| | Outcomes assessed M1, M2, M4, M5 | Outcomes assessed CH1, CH2, CH3, CH4, CH5 | Outcomes assessed M1, M2, M3, M4, M5, M6 | |
| Making | 40 | | 30 | 70 |
| Critical and historical studies | | 30 | | 30 |
| Total % | | | | 100 |

Sports Lifestyle and Recreation – Year 12

| Task number | Task 1 | Task 2 | Task 3 | |
|--|------------------------|------------------------------|--|-------------|
| Nature of task | Healthy Lifestyle Task | First Aid Research Task | Ongoing Practical formative Assessment | |
| Timing | Term 2, Week 6 | Term 3, Week 6 | Term 3, Week 6 | |
| Outcomes assessed | 1.5, 2.3, 3.5, 4.3 | 1.3, 2.5, 3.6, 4.2, 4.4, 4.5 | All | |
| Component | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in critical thinking, research, analysing and communicating | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Work Studies – Year 12

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|--|---|----------------|-------------|
| Nature of task | Workplace Communication Workplace Presentation | Teamwork & Enterprise Skills Enterprise Activity and Evaluation | Managing Work & Life Commitments Research Task - Work and Family | No Examination | |
| Timing | Term 2, Week 5 | Term 2, Week 10 | Term 3, Week 5 | | |
| Outcomes assessed | 1, 2, 5, 6, 7, 8, 9 | 3, 5, 6, 7, 8, 9 | 2, 3, 5, 6, 7, 8, 9 | | |
| Components | | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 15 | 20 | | 50 |
| Skills for success in the workplace | 15 | 15 | 20 | | 50 |
| Total % | 30 | 30 | 40 | | 100 |