

Parramatta High School

**Year 11  
Preliminary  
Course  
HSC  
Assessment  
Information  
2023**

**A guide for students  
and their parents**



# PRELIMINARY HSC ASSESSMENT POLICY 2023

This booklet outlines the work that students must complete and the conditions that apply to assessment of the HSC courses at Parramatta High School.

Students are reminded that the issuing of this book to each student is evidence that they have been informed of the assessment requirements.

This document should be read in conjunction with NSW DEC Syllabus documents and NSW Education Standards Authority (NESA) requirements.

For further references see Parramatta High School website;

<http://www.parramatta-h.schools.nsw.edu.au/>

and the NESA Website

[educationstandards.nsw.edu.au/](http://educationstandards.nsw.edu.au/)

## SECTION 1 – NSW Education Standards Authority (NESA) requirements.

### REQUIREMENTS FOR THE AWARD OF THE HSC

To be eligible for the award of the Higher School Certificate, students must:

- study a minimum of 12 units in the Preliminary Course and a minimum of 10 units in the HSC course.
  - include in both the Preliminary and the HSC patterns of study the following:
    - At least 6 units from Board Developed Courses
    - At least 2 units of a Board Developed Course in English
    - At least three course of 2 units or greater
    - At least four subjects
- Note**-No more than 6 units of Science courses can contribute to HSC eligibility.
- satisfactorily complete HSC: All My Own Work (or its equivalent)
  - complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
  - sit for and make a serious attempt at the required Higher School Certificate examinations.

#### 1.1 AUSTRALIAN TERTIARY ADMISSION RANKING (ATAR) REQUIREMENTS:

The ATAR is calculated for the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. NESA passes this information to UAC. To be eligible for an ATAR, a student must satisfactorily complete at least ten units of Board Developed Course.

This must include

- at least eight units of Category A courses
- at least two units of Board Developed Courses in English
- at least three courses of two units or greater of Board Developed Courses
- at least four subjects.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Course comprising:

- the best two units of English
- the best eight units from the remaining units
- no more than two units of Category B courses

For further information, visit the UAC website at [www.uac.edu.au](http://www.uac.edu.au)

## 1.2 Confirmation of entry

You will be required to confirm the courses you have entered for the Preliminary HSC. This confirmation will indicate whether you meet HSC and ATAR requirements. Signing this form indicates that you are aware of any problems with meeting the HSC or ATAR requirements and that the course entered are correct. If there are any problems, it is the student's responsibility to inform the Head Teacher Administration and have a completed change of subject form authorised by the principal.

## 1.3 Record of School Achievement (RoSA)

Eligible students who leave school before receiving their HSC will receive the NSW Record of School Achievement (RoSA).

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

## SECTION 2 - GENERAL

### 2.1 The Nature of Assessment

The assessment component of the HSC is used to measure total student attainment at the completion of HSC studies. Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. Tasks may include tests, written assignments, practical activities, fieldwork and projects. Student achievement is assessed at various points during the course and measures the relative rankings of each student in that course.

School-based assessment tasks will contribute to 50% of your marks at the HSC (except VET courses). Your school assessment mark will be based of your performance in assessment tasks in each course as set out in your assessment schedule.

The other 50% of the marks will be based on your performance in the HSC examination for each subject.

**Note:** Assignments and projects developed for assessment in one subject may not be used for assessment in any other subject.

In HSC courses there are mandatory requirements for independent research and study. The student is expected to satisfactorily complete this work to fulfil course outcomes

### 2.2 Commencement/completion date

The school assessment program for the Preliminary HSC starts in Term 1 of Year 11 and is completed by the end of Term 3.

The school assessment program for the HSC starts in Term 4 of Year 11 and continues through until Term 3 in Year 12.

No assessment tasks are set after the Trial HSC examinations.

## SECTION 3 - SCHOOL/TEACHER RESPONSIBILITIES

The school develops an appropriate assessment program for its students. This is done by:

- translating NESA assessment guidelines into tasks to be completed by the students.
- assigning marks/weightings to each of the tasks
- scheduling the tasks at appropriate intervals during the course
- providing comprehensive written information to students about the requirement of each task
- recording and reporting on student achievement in all assessment tasks. (These records will be maintained in the school)
- Ensuring they follow syllabuses and use texts prescribed by NESA

The school ensures that the Assessment Policy is communicated each year to the staff of Parramatta High School, to the students and to their parents/guardians. Any changes in Assessment Policy or Assessment Schedule will be relayed to students and their parents/guardians.

This Assessment Booklet provides the assessment schedules for each of the courses. However, students will be informed in writing of the ACTUAL date details of the assessment task, at least **TWO WEEKS** before the due date.

**Note that the written notification issued to students has precedence over any information listed in the assessment schedules in this Assessment Booklet.**

Teachers will inform students of their results on each assessment task through marks and comments, through consultation, whichever is the most appropriate to the nature of the task. Teachers may also inform students of their relative position within the course for individual tasks.

**Teachers will not divulge the final assessment mark to students.**

The school informs students and parents/guardians when students are not fulfilling their Assessment requirements. This will be done through official correspondence from the school in line with NESA policy.

## SECTION 4 - STUDENT RESPONSIBILITIES

### 4.1 Student Requirements

Students are responsible for knowing HSC Assessment Requirements and the procedures followed at Parramatta High School, in particular:

- When tasks are scheduled
- What to do when, due to legitimate circumstances, tasks cannot be completed on time
- Where to get information when needed
- How to present their work

Students must ensure that the work submitted is the student's own.

It is important for students to complete all the work, including class work, homework, practical work, required field work and assessment tasks set by their teachers to ensure that they are properly prepared for the Assessment and Examination Components of the HSC

Where a student needs clarification on a task, they may approach their teacher or the faculty Head Teacher.

For some task, students may wish to seek feedback before submission. Where it is acceptable according to faculty assessment policy, a draft may be submitted to the appropriate teacher for checking. An appropriate expectation is that:

- a response will require at least 48 hours
- only one draft is to be submitted for feedback
- teachers will endeavour to respond to requests but students should respect teachers' 'after hours' time and understand that a response is not always possible.

#### 4.2 Satisfactory Course Completion

Students will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the board; 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

**NESA may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of the Board, be justified.**

While NESA does not stipulate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria may not be met. In such cases, warning letters will be issued relating the student's absence to the non-completion of course requirements. After a warning, N Awards may be given in individual courses where attendance is below the acceptable standard.

In cases of extended leave which has been approved by the Principal, the student is required to maintain a satisfactory level of course work and to negotiate with course Head Teachers in regard to formal assessment.

#### 4.3 Scheduling of Tasks

A draft assessment schedule is provided for each course at the commencement of the course. This will be followed by an **assessment task notification**, for individual tasks, or an **examination timetable**, for major examination blocks, at least **2 weeks** before the due date of specific tasks.

It is the student's responsibility to check the notification and know when tasks are due.

If a student is absent when tasks are notified or fails to check their emails or other digital platforms used for notification, they will NOT be given extra time as compensation.

The class teacher will notify the Head Teacher of students who fail to submit work or are late in submitting work and penalties may be incurred.

## MAJOR EXAMINATIONS

The major examinations in the Preliminary Course are the Yearly Examinations. Note that most but not all Preliminary courses may run a Yearly Examination. The major examinations in the HSC Course are the Year 12 Trial Higher School Certificate.

***In the WEEK prior to these major examinations:***

- 1) Students **MUST** attend all timetabled lessons or scheduled school activities. Any student absent in this time will require a medical certificate or other appropriate documentation to verify their absence. A penalty may be applied if this is not provided.
- 2) No assessment tasks are to be scheduled during the two school weeks immediately preceding the Preliminary Yearly Examinations and Trial HSC examinations.
- 3) The school will attempt to minimise assessment tasks in Week 1 of Term 3.
- 4) The school will endeavor to hold all of the Trial HSC examinations during Weeks 4 and 5 of Term 3. Students will be given at least 2 WEEKS notice if any examinations are required in Week 3 of Term 3.

In the case of extenuating circumstances, the student must contact the school immediately and apply for illness and misadventure (see 4.4 illness and misadventure procedures).

### 4.4 Failure to Complete Tasks (including Illness /Misadventure procedures)

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or are performed at school at the specified time. Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, **will not** be regarded as satisfactory grounds for the granting of an extension of time and may result in a **zero** mark for that task.

Failure to complete set tasks will affect both the student's progress and the final HSC mark. Failure to complete more than 50% of all course and assessment requirements will result in an N-Determination in that course.

*This will not be varied unless there are exceptional circumstances (and only after consultation with the Deputy Principal or Principal).*

Students are advised to complete all assessment tasks to the best of their ability and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

Students have the right of **appeal on the basis of illness or misadventure**. The task/exam needs to be completed so that marks can be awarded if the appeal is successful. If no appeal is made ***within a school week*** of the student returning to school, or the appeal is unsuccessful, a course warning letter will be issued. Failure to re-do the task/exam after warnings can lead to an N Award for that course as the student has not achieved course outcomes.

**In the case of extension courses, students who fail to meet requirements for the co-requisite 2 unit course will not receive a result in either course.**

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to:

- ensure that the entire work is submitted to the relevant class teacher **by 8.45 am** on the due date, **or**
- inform the Head Teacher that they will be unable to submit the task on that day, and give an anticipated date of when the task will be submitted

- **ensure a parent/guardian notifies the school by telephone by 8.45 am** on the day the assessment task is due and speak to the relevant Head Teacher to make arrangements for the task to be submitted or emailed on that day
- On the day of their return to school, the student must see the Deputy Principal to submit an *Illness/Misadventure Appeal Form* and to provide independent evidence of the facts, detailing why the circumstances prevented the student from submitting the task on time. Details can be supplied on a confidential basis where necessary.
- appealing on the grounds of illness **MUST** provide a medical certificate for the relevant time period. It is recommended that the medical certificate identify the nature of the illness and make a judgment as to how the illness affected the student.

***Medical certificates obtained after the event will not be accepted.***

A mark of **ZERO** will be recorded for the task if no *Appeal Form* is submitted by the student to explain their absence, or the appeal submitted by the student is not approved.

A student who is absent from school for a valid reason on the day of an assessment task **MUST**:

- **ensure a parent notifies the school by telephone by 8.45 am** on the day of the assessment task to inform the relevant Head Teacher that they will be unable to complete the task on that day, and give an anticipated date for their return to school.
- **On the day of their return to school**, the student must see the Deputy Principal to submit an *Appeal Form* and to provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary.
- If appealing on the grounds of illness, the student must provide a medical certificate certifying the illness ***occurred on the day of the assessment task***. It is recommended that the medical certificate identify the nature of the illness and make a judgment as to how the illness affected the student.

***Medical certificates obtained after the event will not be accepted.***

- be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school. Substitute tasks do not require two weeks' notice.

A mark of **ZERO** will be recorded for the task if no *Appeal Form* is submitted by the student to explain their absence, or the appeal submitted by the student is not approved.

If a student completes an assessment task but believes that **exceptional circumstances** adversely affected their performance, they **MUST**:

- **on the day of the task**, see the Deputy Principal to obtain an *Appeal Form* and to provide an explanation as to why they feel their performance in the assessment task had been adversely affected. *Note- exceptional circumstances do not include sickness*
- return the completed *Appeal Form* to the Deputy Principal, with the required independent evidence, within an agreed time-frame.

If the Assessment Task Appeal is not approved then the student will then receive the original mark they gained on the task. If the appeal is approved, the Deputy Principal or Principal will advise the student of the course of action taken. This may include:



1. authorisation to complete a substitute task
2. authorisation for an estimate to be given
3. extension of time granted

Note: Substitute tasks do not require two weeks' notice.

Steps to be taken if a student is sick DURING the completion of an assessment task at school:

The student **MUST** notify the class teacher / exam supervisor who will offer the appropriate assistance and will immediately notify the relevant Head Teacher.

- If the student chooses to continue with the completion of the task then **NO EXTRA TIME WILL BE GIVEN AND THE RESULT ACHIEVED IN THE TASK WILL NOT BE ADJUSTED.**
- If the student is unwell and unable to proceed with the completion of the assessment task, the student will be signed out by the Deputy Principal via the school Sick Bay and allowed to go home. The student will be advised to see a doctor immediately.
- **On the day of their return to school**, the student must see the Deputy Principal to submit an *Appeal Form* and must be prepared to sit for the task, or an appropriate substitute task.
- A medical certificate verifying the illness on the day of the assessment task **MUST** be provided. It is recommended that the medical certificate identify the nature of the illness and make a judgment as to how the illness affected the student.

***Medical certificates obtained after the event will not be accepted.***

**Note:** APPEALS INITIATED AFTER ASSESSMENT TASK RESULTS HAVE BEEN ISSUED WILL NOT BE CONSIDERED IN ANY CIRCUMSTANCES.

Absences on the day before an assessment task or late attendance on the day of the task.

Students will attend all timetabled lessons or scheduled school activities on the school **day prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day** or the student **MUST**:

- **On the day of the task**, see the Deputy Principal to submit an *Appeal Form* and to provide independent evidence of the facts, detailing why the circumstances prevented them being at school. Details can be supplied on a confidential basis where necessary.
- Students who appeal on the grounds of illness **MUST** provide a medical certificate certifying the illness ***occurred on the day prior to the assessment task, or on the day of the assessment task (whichever is applicable)***. It is recommended that the medical certificate identify the nature of the illness and make a judgment as to how the illness affected the student.

***Medical certificates obtained after the event will not be accepted.***

If proof of illness or leave is not approved, then the student's assessment mark for that task may be reduced.

## **LATE SUBMISSION OR COMPLETION OF TASKS**

All tasks are to be submitted by or completed on the designated time on the specified date. All tasks submitted/completed after this time will be deemed to be LATE unless there are exceptional circumstances.

Unless the Deputy Principal or Principal receives a completed *Appeal Form* that provides an acceptable explanation for the late submission/completion of a task, the student will receive ZERO marks for that task

## **GRANTING OF AN ASSESSMENT TASK APPEAL**

If an Assessment Task Appeal has been approved, then the Deputy Principal may:

- authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return. Substitute tasks do not require two weeks' notice.
- authorise for an estimate to be given based on appropriate evidence
- grant an extension of time
- determine an alternative procedure (in consultation with the relevant Head Teacher).

**Important Note: Your application for an Appeal is no guarantee that it will be approved.**

## **MARKS AWARDED FOR SUBSTITUTE TASKS/EXTENSIONS OF TIME**

In those cases where a substitute task has been authorised (as above), the mark given for the task will be used to estimate the student's level of achievement of the syllabus outcomes assessed by the task. This is necessary because a substitute task does not always duplicate the same conditions and content as the original task.

Where a substitute task cannot be given, a mark will be allocated with the approval of the Deputy Principal or Principal based upon appropriate evidence. Only in very extreme circumstances will an estimate be given.

Estimates due to missed HSC assessment tasks will be generated only at the completion of the assessment program.

### **4.5 Submission and Ranking of Tasks**

Students must hand their completed tasks to their class teacher at the beginning of the lesson or as specified by the assessment notification, on the stipulated day and time due. If the teacher is absent, students must hand their tasks to the Head Teacher who will record the submissions.

Student must fill in and sign the Assessment Cover and Receipt of Assessment Material Sheet.

Students are to ensure that the teacher signs the Receipt of Assessment Material Sheet. The student then keeps this sheet as proof that the set task has been submitted for assessment.

Students are required to be at school no later than 8.45am on the scheduled day. If you arrive after this time marks may be deducted. A penalty may be applied if you truant any lesson before that lesson.

All assessment tasks must be submitted in print form unless you have previously negotiated with your teacher and obtained approval to submit a task in digital form. Students who have arranged to submit work in digital form must comply with the following guidelines:

- You must have sufficient back-ups to guard against corruption of data once it has been submitted.
- You must maintain a proper back-up procedure while developing your work so that all work cannot be lost due to last minute failure of a computer system. Failure of a computer system will not generally be accepted as an excuse for late submission of work.
- Any device you submit must be virus-free. If our system detects a virus the task will not be accepted, even if the device has been handed in on time.
- You must make a hard copy of your work
- The work submitted must be compatible with the systems and software in use within the school
- You must not infringe any copyright laws, either in the content of the work or by the use of illegal software to generate the work

**Ranking** - All marks for assessment tasks may be adjusted to clarify the differences between students' performances. Student ranking will not be compromised and will remain the same for the task.

#### **4.6 Appeals/Review of Assessments**

On completion of the HSC, students may request their assessment ranking in each course they have studied.

If the position they gain differs substantially from the one they had expected, they may seek a Review in that course.

The Review will not examine the actual marks the student received but will establish whether

- the weightings assigned by the school did not follow those specified by NESA .
- the School/Faculty Assessment policy had not been followed.
- a calculation or clerical error had occurred.

The Review will be carried out promptly and students will be notified of the result.

If a student is dissatisfied with the result, further appeal may be made through the Principal to the NESA. NESA then may request the school to amend its procedures and to hold another review.

Students will not be granted an appeal once the HSC results have been released.

#### 4.7 Repeating/New Students

Students, who do not commence the Assessment Schedule at the same time as other students as they are new enrolments, will be assessed on their performance in Year 12 only.

If a student transfers to Parramatta High School late in Year 12, then reference will be made to the student's previous school to ascertain student assessment achievement.

#### 4.8 Non-Discriminating Tasks

Where set tasks do not discriminate between students, a new task, if practicable, should be set and completed in the normal fashion by the affected students. Students will be given suitable notice if this eventuality arises. Other solutions may include reducing the weighting assigned to the task, adding an additional task and adjusting weightings accordingly. In extreme cases, an individual task may need to be discarded completely.

#### 4.9 Non-Serious Attempts

When students fail to make a serious attempt at an assessment task or an examination, a zero mark may be awarded. Parents/guardians and students will be officially informed of this decision. If the student fails to submit the serious attempt then an N award may be issued for the course.

#### 4.10 Student's Own Work

All students should complete the NESA course – All My Own Work – a course designed to strengthen the capacity of HSC students to follow the principles and practices of good scholarship including understanding and valuing ethical practices related to locating and using information as part of their HSC program.

Students must submit their own work. Plagiarism, excessive assistance from another person, copying from another student's work, a textbook, the internet, or any other source may result in zero marks for a school-based assessment task. If this occurs in cases of major works, non-certification may result. Teachers will need to see portfolios or drafts of the major work at progressive stages in order to certify the major work before NESA. Students have the right of appeal to NESA if the work is not certified.

In cases where teachers are suspicious that the work submitted is not the student's own, that student will be requested to prove that the work is their own.

#### 4.11 Malpractice (Cheating)

Once students enter the examination room they are considered to be under examination conditions. Students who bring information about the exams into the exam room, for example, formulas written on paper, or on their arms/legs; or talk to other students about the exam, may be given zero marks. If there is evidence of prior knowledge of exam questions, passing notes or copying other students – zero marks may be awarded.

**Mobile phones, programmable watches, including smart watches,** and any other electronic, communication devices such as ipads, music players or electronic dictionaries (except a NESA approved scientific calculator-see NESA-see NESA site below\*\*) are **not permitted** in examination rooms as they have the potential for malpractice and disruption. Students are not permitted to bring

any paper or any printed or written material into examination rooms. Students can ask your presiding officer for working paper. Also, print dictionaries are not allowed, except where permitted in language exams. Correction fluid is also not permitted into examination rooms.

In all such cases of malpractice/cheating the student will complete the exam. A report will be made to the Assessment Review Committee. Students will appear before the committee who will decide on the mark to be awarded. Disciplinary action may also result.

NESA may withhold a course for malpractice or non-serious attempt at the HSC examination. If a student is found to have engaged in malpractice for HSC examinations for more than one subject in any single year, then all courses for all subjects for that year will be withheld by NESA. Students may however, meet the requirements for the award of the HSC within the 5 year accumulation period.

**\*\***See below for the list of NESA approved scientific calculators and examinations in which scientific calculators are permitted: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

#### **4.12 Zero marks**

Zero marks may be awarded if

- \* There is no valid reason for non-completion or late submission of a task
- \* Misadventure Form is not submitted within a school week of the return date after absence
- \* Copying and/or plagiarism is evident
- \* Non-serious attempt in an examination or task is evident
- \* There is evidence of malpractice

#### **4.13 Pathways Students**

**4.13.1** Accumulants are regarded as part of the normal school group for the specific course and hence are included in the Assessment Schedule.

**4.13.2 Accelerants have to complete the course into a tight frame.** They must complete all set tasks, or the equivalent, for the HSC program.

#### **4.14 Assessment Review Committee**

The committee has the following purposes:

- To decide on misadventure appeals
- To act as an appeal mechanism for students if a mark or ranking is challenged by a student
- To decide on cases of malpractice

The committee is compiled of the Principal or Deputy Principal, the Head Teacher of the subject concerned and the Year 12 Adviser.

#### **4.15 Assessment Policy – VET Framework Courses**

Student assessment is competency based and no internal assessment mark is required for the nominated courses. Students who wish to have a VET Framework course count as a Category B

subject towards their University Admission Index will need to sit for an HSC examination and clearly indicate on their entry form for the HSC that they will be sitting for the exams. All students are required to satisfy the assessment requirements included in this booklet and attempt all assessment tasks.

The school provides an estimate for those students sitting for an HSC exam in a VET Framework Course in case of misadventure in the HSC exam. This mark is based on the Trial exams.

The assessment of competencies is criterion-referenced and the individual student's performance will be judged against a prescribed standard, not against the performance of other students.

The performance criteria for each element of competency contained in a VET course will have as its purpose the judging of students as "competent" or "not yet competent". This judgement will be arrived at on the basis of evidence which may be in a variety of forms.

The requirements of the workplace form the basis for competency based assessment and will incorporate all aspects of work performance, including problem solving and the capacity to apply skills and knowledge in both familiar and new situations.

The adoption of an integrated or holistic approach to assessment is required so that a number of elements of competency or several units of competency may be assessed together.

All courses within the Frameworks have a mandatory work placement requirement and assessment must meet the Training Package requirements. The conducting of assessment is by a qualified assessor under the auspices of an RTO at the school, a TAFE college or other VET provider.

Achievement of the competencies will be recorded in a competency record book (student log). The Units of Competency achieved by each student in each course will be reported to the Office of the Board of Studies, and the information will form the basis of the AQF VET Certificate or Statement of Attainment issued to the student.

Students undertaking VET courses may be deemed to have either completed or not completed course requirements. The "Course Completion Criteria" (Section 11.4 ACE manual) form the basis for this decision. If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. The principal can indicate that the course has not been satisfactorily completed and the student may be eligible for an 'N' determination. The "Higher School Certificate" and "Record of Achievement Appeals" procedures (ACE manual – Section 15) will be made available to students who are at risk of not receiving appropriate credentials including "Warnings" (ACE manual – Section 15.3.2). A student who appeals against an 'N' determination may have the appeal heard and examined by a qualified VET Frameworks teacher from another school.

### **In summary**

VET courses at Parramatta High School may (depending on student performance) provide students with dual accreditation. Dual accreditation means that students receive two qualifications and therefore need to satisfy the rules of both authorities to be awarded both qualifications.

#### **a. VETAB**

- Completing the units of competencies to meet AQF qualifications and recognition
- All elements of a competency must be achieved to complete the unit of competency

- The elements must meet INDUSTRY standards to enable them to be signed off
- The record of competencies achieved is kept in the competency record book.
- Teachers should keep a separate copy of the competencies achieved for 7 years after the student has left school
- Teachers are accredited assessors to Certificate IV
- The units completed are reported to the Board of Studies who issue the qualification on behalf of the Registered Training Organisation (RTO)
- Each school district has been assessed by VETAB as an RTO

b. **NESA**

- Students need to meet the rules of the NESA to enable the subject to be counted as units towards their HSC. The rules are outlined in the NESA ACE manual (<https://ace.nesa.nsw.edu.au/>). To be issued with a HSC, students must satisfactorily complete 12 preliminary units and 10 HSC units of study.
- To meet the requirements students must complete the course with diligence and sustained effort.
- Students must meet some of the outcomes of the course.
- In addition VET students must complete mandatory work placement.



## PARRAMATTA HIGH SCHOOL

### Stage 6 Assessments and Examinations: Rules and Procedures Guide

#### Teachers/Supervisors will instruct students to do the following:

At the start of an **assessment examination**, you will be required to comply with the following instructions given by teachers/supervisors:

- Place your bag in the designated spot instructed by your teacher/supervisor e.g. front of room
- Switch mobile phones off
- Place mobile phones inside your bag (you may be asked for this to be clearly sighted by your teacher/supervisor) or on the teacher/supervisor's table if specifically instructed to do so
- Leave pencil cases inside your bag (not on desk/exam table)

**NB. Teachers will actively supervise students to monitor compliance to these rules and procedures.**

#### Behave politely and take exams seriously

During each exam, you must:

- always follow the teacher/supervisor's instructions
- make a serious attempt at the exam by answering a range of question types (answering only multiple-choice questions is not considered a serious attempt)
- answer in English, unless the question paper directs otherwise. If you do not write in English, you will get zero marks for your answer
- behave politely and courteously towards the teacher/supervisors and other students.

#### During each exam, you must not:

- cheat
- include frivolous or objectionable material
- take any of the items prohibited in into the room (see below)
- speak to anyone other than a teacher/supervisor
- behave in any way likely to disturb another student or upset the running of the exam
- eat unless approved by NESA (eg if you have diabetes)
- take any writing booklets or exam paper, whether used or not, out of the room
- write on your body (eg your arms, legs), tissues or material that is not exam material
- borrow equipment during exams

#### Leave other items outside the exam room

You must not bring any of the following items into your exams:

- mobile phones
- programmable watches, eg smart watches
- any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
- paper or any printed or written material (including your exam timetable)
- dictionaries (except in language exams, if allowed)
- correction fluid or correction tape

#### You must not:

- Write on anything other than writing books, answer booklets or other writing material provided by teacher/supervisor.
- You should not write on any other equipment including your body, clothing or tissues
- Take photos of any parts of the examination at any point during the exam.
- Take an exam paper out of the room.



# Understanding malpractice

## Cheating of any kind is unacceptable

Behaving dishonestly to gain unfair advantage in assessments is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable, and we treat these allegations very seriously. Detected malpractice will limit your marks and jeopardise your HSC. Serious and deliberate malpractice is corrupt conduct, and NESA can report it to the Independent Commission Against Corruption. **Schools are also required to report and record Malpractice and Plagiarism incidents to NESA Schools Online, with student NESA numbers identifying students who have done so.**

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in an assessment task\*
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice.

\* You must not bring any of the following items into your exams: • mobile phones • programmable watches, eg smart watches • any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries • paper or any printed or written material (including your exam timetable) • dictionaries (except in language exams, if allowed) • correction fluid or correction tape.

***School Policy action: Malpractice, including plagiarism can incur the following penalty, pending consideration of cases and evidence, and decisions made by the Stage 6 Assessment Review Committee:***

- ***Zero mark, or***
- ***Reduction of marks, which will be calculated from the total value of the stipulated task***
- ***In all cases, contact/correspondence/interview will be made with parents/carers and students***
- ***Recording made on NESA eBos Schools Online 'Register of Malpractice in HSC Assessment Tasks'-recording student ID number, task type and date and nature of malpractice/plagiarism***

***This has been adapted from the NESA Rules and Procedures Guidelines (Issued to all Year 12 students)***

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

## **Parramatta High School Policy processes on Illness/Misadventure Appeals, Malpractice, including plagiarism:**

### **In the case of Illness/Misadventure Appeals, the following processes take place:**

1. **Students:** Misadventure form must be submitted **within 5 days from the due date** of the Assessment Task or a zero mark will apply.
2. **Relevant Class Teacher completes Section B** and submits to Head Teacher for consideration and decision. Student may be further interviewed, and parent contacted.
3. **Head Teacher completes Section C**, providing recommendation decision. Student may be further interviewed and parent contacted.
4. **Head Teacher then refers to the PHS Appeals Committee** (Stage 6 DP, relevant Head Teacher) for final decision. The Appeals Committee decides whether the appeal is ☐ UPHELD ☐ DECLINED
5. **Appeal Committee Recommendations/Reasons are finalised.** Head Teacher enters decision and reasons on **Sentral and Markbook**, and communicates decision to student. Copy to be held by DP & HT/Faculty and on student file.

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### **In the case of suspected malpractice, including plagiarism, the following will be undertaken:**

1. An **immediate report** is made by **Head Teacher** to the **PHS Assessment Review Committee Convenor (Stage 6 Deputy Principal)** with supporting evidence.
2. An **investigation** is undertaken by the **PHS Assessment Review Committee (Stage 6 DP, HT & Principal)**.
  - \* 4.5 Assessment Review Committee (*from Stage 6 Assessment Policy Booklets*)
  - The committee has the following purposes:
    - To decide on misadventure appeals
    - To act as an appeal mechanism for students if a mark or ranking is challenged by a student
    - To decide on cases of malpractice
3. An **interview** is held with the student/s by the **PHS Assessment Review Committee**.
4. At this **PHS Assessment Review Committee**, student/s could be required to:
  - Provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:
    - providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
    - answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.
5. A **determination/decision** made by the **PHS Assessment Review Committee** as a result of the interview and evidence sources. **Malpractice, including plagiarism could lead to students receiving reduced marks, or zero marks as a penalty.**
6. **Reduction in marks, a Zero and/or an N Award Warning could be issued** if student/s have been found to have engaged in malpractice/plagiarism. (*Calculated from the total value of the stipulated task*)
7. A **resubmission of the student's work** in their own words, must be submitted within 48 hours.
8. Misadventure Appeals and Malpractice, including Plagiarism are to be **recorded by the relevant Head Teacher on Sentral and the Convenor on NESA eBos Schools Online** '[Register of Malpractice in HSC Assessment Tasks](https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html)' <https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html>
9. **PHS Assessment Committee to inform** student/s and parents/carers of the decision.

## SECTION 5 - SAMPLE DOCUMENTATION

- 5.1 Assessment Notification sheet
- 5.2 Assessment Cover Sheet
- 5.3 Stage 6 Faculty Assessment Policy
- 5.4 Illness/Misadventure Appeal
- 5.5 Letter for Requirements of Satisfactory Completion
- 5.6 Student HSC Assessment Planner



**Parramatta High School**  
**Stages 6**  
**Assessment Notification**

|   |  |                |  |
|---|--|----------------|--|
| Course  |  | Class/Year     |  |
| Task Type   |  | Task Weighting |  |
| Distribution Date   |  | Due Date       |  |
| <b>OUTCOMES TO BE ASSESSED:</b>                           |  |                |  |
| <b>DESCRIPTION OF TASK:</b>                               |  |                |  |
| <b>IN THIS TASK YOU WILL BE ASSESSED ON HOW WELL YOU:</b> |  |                |  |

The completed task is to be handed in with this cover sheet

|              |               |                   |                               |
|--------------|---------------|-------------------|-------------------------------|
| <b>NAME:</b> | <b>CLASS:</b> | <b>Roll Call:</b> | <b>DATE SUBMITTED:</b> /    / |
|--------------|---------------|-------------------|-------------------------------|

**STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY**

By submitting this assessment item for marking, I acknowledge that:

- the planning, development, content and presentation of this task is my own work (unless appropriate acknowledgement has been made) and has not been copied from another person's work or from books or from the internet or any other source
- Where the work of others is used, and **not acknowledged**, a finding of Plagiarism will be made, and a mark of zero (0) can be awarded.
- I hold a copy or draft copy of my assessment item

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

-----?-----?-----  
RECEIPT (To be retained by the student)

Teacher \_\_\_\_\_ Teacher's Signature \_\_\_\_\_

Course & Task \_\_\_\_\_

Student's Name \_\_\_\_\_

Date Due \_\_\_\_\_ Date Submitted \_\_\_\_\_

## 5.2 ASSESSMENT COVER SHEET

(To be attached to the front of Assessment Material before submission)

NAME: \_\_\_\_\_ ROLL CLASS: \_\_\_\_\_

TEACHER: \_\_\_\_\_ SUBJECT CLASS: \_\_\_\_\_

SUBJECT/COURSE: \_\_\_\_\_ FACULTY/DEPT: \_\_\_\_\_

ASSIGNMENT - (Title/Details): \_\_\_\_\_

Date due: \_\_\_\_\_ Mark/Grade: \_\_\_\_\_ Position: \_\_\_\_\_

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

### STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY

By submitting this assessment item for marking, I acknowledge that:

- the planning, development, content and presentation of this task is my own work (unless appropriate acknowledgement has been made) and has not been copied from another person's work or from books or from the internet or any other source
- Where the work of others is used, and **not acknowledged**, a finding of Plagiarism will be made, and a mark of zero (0) can be awarded.
- I hold a copy or draft copy of my assessment item

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

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

### RECEIPT OF ASSESSMENT MATERIAL

(To be returned to student by the Teacher on Submission and retained by the student)

NAME: \_\_\_\_\_ ROLL CLASS: \_\_\_\_\_

SUBJECT/COURSE: \_\_\_\_\_ SUBJECT CLASS: \_\_\_\_\_

ASSIGNMENT - (Title/Details): \_\_\_\_\_

DATE DUE: \_\_\_\_\_ FACULTY/DEPT: \_\_\_\_\_

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

**NOTE: The onus is on the student to obtain a receipt from the class teacher when assessment material is submitted.**



## Stage 6 Faculty Assessment Policy

This Stage 6 Faculty Assessment Policy should be read in conjunction with current Parramatta High School HSC/Preliminary Assessment Booklets which reflect the *NSW Education Standards Authority rules and regulations* and *ACE Manual: Assessment Certification Examination (ACE)*.

| Absence on due date of assessment  | Late submission  |
|--|--|
| <ul style="list-style-type: none"> <li>The student or their parent/carer must telephone the Head Teacher or Class Teacher by 8.45 am on the day the assessment task is due to inform them of the student's absence &amp; reason.</li> <li>Arrangements should be made by the student or their parent/carer for the task to be submitted or emailed on the due day</li> <li>On the day of return to school, submit a Misadventure/ Illness Appeal Form, Medical Certificate and Letter from Parent/Carer explaining the reason for absence. It is recommended that medical certificates identify the nature of the illness and a judgment as to how the illness affected the student. This documentation must be handed to the class teacher as soon as the student returns to school the very next day after their absence/s (and within 5 days of task due date).</li> <li>Penalty and letter home will be awarded/sent for students who fail to submit the task at all or without appropriate and timely documentation.</li> <li>Failure to submit/sit for the task &amp; documentation <b>within 5 days</b> of due date may result in a zero assessment</li> </ul>  | <ul style="list-style-type: none"> <li>Submit a Misadventure/Illness Appeal Form and Medical Certificate and Letter from Parent/Carer explaining the reason for lateness. This documentation must be handed to the class teacher as soon as the student returns to school the very next day after their absence/s.</li> <li>Penalty and letter home will be awarded/sent for students who fail to submit the task without appropriate and timely documentation</li> <li>Failure to submit/sit for the task and provide documentation <b>within 5 days</b> of due date may result in a zero assessment</li> </ul> |
| <p><b>If a student completes an assessment task but believes that exceptional circumstances adversely affected their performance, they MUST :</b></p> <ul style="list-style-type: none"> <li>On the day of the task, see the Deputy Principal to obtain a Misadventure/Illness Appeal Form and provide an explanation as to why they feel their performance in the assessment task had been adversely affected. Note- exceptional circumstances do not include sickness</li> <li>Return the completed Form to the Deputy Principal, with the required independent evidence, within an agreed time-frame</li> </ul> <p><b>If a student is sick DURING the completion of an assessment task at school:</b></p> <ul style="list-style-type: none"> <li>The student MUST notify the class teacher / exam supervisor who will offer the appropriate assistance and will immediately notify the relevant Head Teacher</li> <li>If the student chooses to continue with the completion of the task then NO EXTRA TIME WILL BE GIVEN AND THE RESULT ACHIEVED IN THE TASK WILL NOT BE ADJUSTED</li> <li>If the student is unwell and unable to proceed with the completion of the assessment task, the student will be signed out by the Deputy Principal via the school Sick Bay and allowed to go home. The student will be advised to see a doctor immediately.</li> <li>On the day of their return to school, the student must see the Deputy Principal to submit a Misadventure/Illness Appeal Form and must be prepared to sit for the task, or an appropriate substitute task</li> </ul> <p><b>If a student knows in advance that they will be absent:</b></p> <ul style="list-style-type: none"> <li>E.g. a funeral or an approved school activity, urgent medical attention-student will need to explain the circumstances in writing, before the absence, to Class Teacher and/or Head Teacher and a new date will be given</li> <li>E.g. an overseas trip, extended leave-student will need to obtain approval from the Principal and organise an alternate arrangement with the faculty Head Teacher</li> </ul> <p><b>Absences on the day before an assessment task or late attendance on the day of the task.</b></p> <ul style="list-style-type: none"> <li>Students will attend all timetabled lessons or scheduled school activities on the school day prior to an assessment task and on the day of the task due date</li> <li>Students must submit a Misadventure/Illness Appeal Form and supporting documentation to explain their absence/late attendance. A penalty may be applied if this is not provided and the Appeal is not deemed appropriate</li> </ul> <p><b>In the WEEK prior to major examinations (e.g. Yearly Exams, Trial HSC Exams):</b></p> <ul style="list-style-type: none"> <li>Students MUST attend all timetabled lessons or scheduled school activities. Any student absent in this time will require a Misadventure/Illness Appeal Form and medical certificate or other appropriate documentation to verify their absence. A penalty may be applied if this is not provided.</li> </ul> |  |
| <p><b>OTHER:</b></p> <ul style="list-style-type: none"> <li>Malpractice, including plagiarism, and truancy will receive a serious penalty, which may include a zero or a reduction of marks, which will be calculated from the total value of the stipulated task</li> <li>Non-serious attempts may also receive a penalty and the student will be asked to resubmit/resit the task.</li> <li>Letters will be sent home for failure to submit/sit for task, unsatisfactory/non-serious attempts, late submissions, truancy, malpractice, including plagiarism.</li> <li>Technology failure is not an excuse for late submission of tasks.</li> <li>Submission via email: This should only occur if stipulated by your teacher, or should you encounter a problem. If you are absent on the due date of the task, submission via email can be done, but must be supported by a Misadventure/Illness Appeal Form for consideration and followed up by printed hard copy.</li> <li>A mark of ZERO will be recorded for the task if no Misadventure/Illness Appeal Form is submitted by the student to explain their absence, or the appeal submitted by the student is not approved.</li> <li>Medical certificates obtained after the event will not be accepted.</li> <li>It is recommended that medical certificates identify the nature of the illness and a judgment as to how the illness affected the student.</li> <li>Misadventure/Illness Appeal Forms should be submitted within 5 working days of the task due date.</li> <li><b>Unacceptable grounds for appeal</b> <ul style="list-style-type: none"> <li>attendance at a sporting or cultural event, or family holiday unless prior approval has been obtained from the Principal</li> <li>technology failure such as computer or printer malfunction cannot be taken as an acceptable reason for failure to submit an assessment task on time. It is the student's responsibility to save/back up their work frequently.</li> <li>matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).</li> </ul> </li> <li><b>Those who are not fulfilling course requirements will receive a NESA "N" Award Warning Letter.</b></li> </ul>   |  |



# Parramatta High School

A POSITIVE BEHAVIOUR FOR LEARNING SCHOOL



Principal: D M Splatt MA.BA  
2150

Tel: 9635 8644

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[h.school@det.nsw.edu.au](mailto:h.school@det.nsw.edu.au)

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Great Western Highway PARRAMATTA

Fax: 9687 1139

email: [parramatta-h.school@det.nsw.edu.au](mailto:parramatta-h.school@det.nsw.edu.au)

Provider Code: 00588M

## Illness/ Misadventure Appeal

Name: \_\_\_\_\_ Roll Call: \_\_\_\_\_ Course: \_\_\_\_\_

Assessment Task: \_\_\_\_\_ Due Date: \_\_\_\_\_

I notified my Class Teacher of my illness/misadventure on \_\_\_\_\_

☐ Prior knowledge of absence (due to a clash between an Assessment Task and another School Activity)

☐ Reason for application (please tick): ☐ illness or ☐ exceptional circumstances

Category (please tick):

☐ Late on the day of the Assessment Task

☐ Extension to submit or complete an Assessment Task

☐ Absent from school on the day of an Assessment Task or ☐ Absent on the day the Task is due to be handed in

☐ Absent on the day before an Assessment Task or ☐ Absent in the two weeks prior to a Major Examination

☐ Exceptional Circumstances adversely affected performance in an Assessment Task (*Note: In this case, the Appeal MUST be submitted on the first day back at school after the day of the Assessment Task*)

☐ Sick during the completion of an Assessment Task at school.

Reasons supporting application to be completed by the student (Explain in detail how you are disadvantaged in this task):

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I have attached (please tick and complete relevant information):

☐ Medical Certificate from Dr. : \_\_\_\_\_ Dated : \_\_\_\_\_

☐ Supporting letter from my parent/caregiver

☐ Other (please describe) \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/ Care Giver Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Misadventure form must be submitted within 5 working days from the date of the Assessment Task or a zero mark will apply

## Administration use only

### Section B (To be completed by the Class Teacher)

Number of days late: \_\_\_\_\_ Maximum mark for task: \_\_\_\_\_

Teacher's Comments:

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Class Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Section C (To be completed by the Head Teacher)

☐ Referred to Appeals Committee

☐ Final decision made by Head Teacher (Yr 7 to 9)

Head Teacher's Recommendations:

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Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Stage 5 (Year 10) / Preliminary / HSC Only

### Section D (Decision by Appeals Committee)

Member's Present: \_\_\_\_\_

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The decision of the panel is that the appeal is: ☐ UPHELD ☐ DECLINED

Appeal Committee Recommendations/Reasons:

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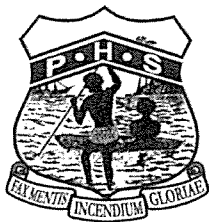
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Panel Conveyor Signed: \_\_\_\_\_ Date: \_\_\_\_\_

☐ Data entered on Sentral upon completion of this form by Faculty.



## 5.5 Unsatisfactory Completion of Course Requirements



Parramatta High School  
Great Western Highway, PARRAMATTA 2150  
Tel: 9635 8644 Fax: 9687 1139 email: d8135hn1@ozemail.com.au

Principal: D.Splatt  
www.faxmentis.nsw.edu.au

### OFFICIAL WARNING Non-completion of an HSC Course

I am writing to advise that your son/daughter \_\_\_\_\_ is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course, \_\_\_\_\_

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as **official warning number** \_\_\_\_\_ we have issued concerning \_\_\_\_\_

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

#### Course Completion Criteria

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

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

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

To date, \_\_\_\_\_ has not satisfactorily met \_\_\_\_\_ of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

In order for \_\_\_\_\_ to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed/achieved.

Please discuss this matter with \_\_\_\_\_ and contact the school if further information or clarification is needed.

Yours sincerely,

CLASS TEACHER

HEAD TEACHER

PRINCIPAL

DATE:

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by {1StudPrefName}

| Task name/ Course requirement/Course outcome | Date tasks/course requirements initially due | Action required by student | Date to be completed by (if applicable) |
|--|--|----------------------------|---|
|  |  |                            |   |

#### PLEASE DETACH THIS SECTION AND RETURN TO THE SCHOOL

##### Requirements for the Satisfactory Completion of a Higher School Certificate Course

- I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ is in danger of not having satisfactorily completed \_\_\_\_\_
- I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
- I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_

# STUDENT HSC ASSESSMENT PLANNER

*Place your subject and assessment dates in the appropriate space*

## Term 1, Year 11

|         | Monday | Tuesday | Wednesda | Thursday | Friday |
|---------|--------|---------|----------|----------|--------|
| Week 1  |        |         |          |          |        |
| Week 2  |        |         |          |          |        |
| Week 3  |        |         |          |          |        |
| Week 4  |        |         |          |          |        |
| Week 5  |        |         |          |          |        |
| Week 6  |        |         |          |          |        |
| Week 7  |        |         |          |          |        |
| Week 8  |        |         |          |          |        |
| Week 9  |        |         |          |          |        |
| Week 10 |        |         |          |          |        |
| Week 11 |        |         |          |          |        |

## Term 2, Year 11

|         | Monday | Tuesday | Wednesda | Thursday | Friday |
|---------|--------|---------|----------|----------|--------|
| Week 1  |        |         |          |          |        |
| Week 2  |        |         |          |          |        |
| Week 3  |        |         |          |          |        |
| Week 4  |        |         |          |          |        |
| Week 5  |        |         |          |          |        |
| Week 6  |        |         |          |          |        |
| Week 7  |        |         |          |          |        |
| Week 8  |        |         |          |          |        |
| Week 9  |        |         |          |          |        |
| Week 10 |        |         |          |          |        |
| Week 11 |        |         |          |          |        |

**Term 3, Year 11**

|         | Monday | Tuesday | Wednesda | Thursday | Friday |
|---------|--------|---------|----------|----------|--------|
| Week 1  |        |         |          |          |        |
| Week 2  |        |         |          |          |        |
| Week 3  |        |         |          |          |        |
| Week 4  |        |         |          |          |        |
| Week 5  |        |         |          |          |        |
| Week 6  |        |         |          |          |        |
| Week 7  |        |         |          |          |        |
| Week 8  |        |         |          |          |        |
| Week 9  |        |         |          |          |        |
| Week 10 |        |         |          |          |        |
| Week 11 |        |         |          |          |        |

**Term 4, Year 12**

|         | Monday | Tuesday | Wednesda | Thursday | Friday |
|---------|--------|---------|----------|----------|--------|
| Week 1  |        |         |          |          |        |
| Week 2  |        |         |          |          |        |
| Week 3  |        |         |          |          |        |
| Week 4  |        |         |          |          |        |
| Week 5  |        |         |          |          |        |
| Week 6  |        |         |          |          |        |
| Week 7  |        |         |          |          |        |
| Week 8  |        |         |          |          |        |
| Week 9  |        |         |          |          |        |
| Week 10 |        |         |          |          |        |
| Week 11 |        |         |          |          |        |

| Component   | Task 1  | Task 2   | Task 3   | Weighting % |
|---|---|--|--|-------------|
|   | Source Analysis   | Research Presentation  | Yearly Examination   |             |
|   | Case Study 1 - Thera  | Historical Investigation<br>Case Study 2 and/or Persepolis                                   | Features of Ancient Societies  |             |
|   | Term 1, Week 8/9  | Term 2, Week 8/9   | Term 3, Weeks 9/10   |             |
|   | Possible outcomes assessed<br>AH 11-3, AH11-4, AH11-6, AH11-7, AH11-9 | Possible outcomes assessed<br>AH 11-2, AH 11-4, AH 11-5, AH 11-6, AH 11-8, AH 11-9, AH 11-10 | Possible outcomes assessed<br>AH 11-1, AH 11-3, AH 11-6, AH 11-7, AH 11-10 |             |
| Knowledge and understanding of course content                                   | 10  | 5  | 25   | 40          |
| Historical skills in the analysis and evaluation of sources and interpretations | 10  | 5  | 5  | 20          |
| Historical inquiry and research   | 5   | 10   | 5  | 20          |
| Communication of historical understanding in appropriate forms                  | 5   | 10   | 5  | 20          |
| <b>Total %</b>  | <b>30</b>   | <b>30</b>  | <b>40</b>  | <b>100</b>  |

# Biology

## Assessment Summary Assessment Commences Term 1 2023

| Course Components                       | Syllabus Weightings |                          | TASK 1   | TASK 2  | TASK 3                   |
|---|---------------------|--------------------------|--|---|--------------------------|
|   |                     | <b>TIMING</b>            | Term 1 2023<br>Ongoing to Week 7-8   | Term 2 2023<br>Week 6-8   | Term 3 2023<br>Week 9-10 |
|   |                     | <b>TASK TYPE</b>         | Practical/Process/Theory Task<br><i>Cells as a basis of life</i><br><i>Organisation of Living Things</i> | Depth Study Task<br><i>Organisation of Living Things</i><br><i>Biological Diversity</i> | Yearly Examination       |
|   |                     | <b>OUTCOMES ASSESSED</b> | BIO11 1-9  | BIO11 1- 7, 10  | BIO11-1,2,4 to 11        |
| <b>Skills in Working Scientifically</b> | <b>60%</b>          |                          | 25   | 25  | 10                       |
| <b>Knowledge and Understanding</b>      | <b>40%</b>          |                          | 5  | 5   | 30                       |
| <b>Total Weighting</b>                  | <b>100%</b>         |                          | <b>30</b>  | <b>30</b>   | <b>40</b>                |

### NOTE.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.

## Business Studies

## Assessment Commences Term 1 2023

| Components   | Task 1   | Task 2   | Task 3   | Weighting % |
|--|--|--|--|-------------|
|  | <b>Extended Response</b><br>Nature of Business | <b>Business Report</b><br>Business Management      | <b>Yearly Examination</b><br>All Topics                |             |
|  | Term 1, Week 7/8                               | Term 2, Week 7                                     | Term 3, Week 9/10                                      |             |
|  | <b>Outcomes assessed</b><br><br>P1, P2, P6, P7 | <b>Outcomes assessed</b><br><br>P1, P4, P5, P8, P9 | <b>Outcomes assessed</b><br><br>P1, P3, P4, P6, P8, P9 |             |
| Knowledge and understanding of course content                                | 10   | 10   | 20   | 40          |
| Stimulus-based skills  |  | 10   | 10   | 20          |
| Inquiry and research   | 5  | 15   |  | 20          |
| Communication of business information, ideas and issues in appropriate forms | 5  | 5  | 10   | 20          |
| <b>Total %</b>   | <b>20</b>                                      | <b>40</b>  | <b>40</b>  | <b>100</b>  |



## Community and Family Studies

## Assessment Commences Term 1 2023

| Task number  | Task 1  | Task 2                                | Task 3   |     |
|--|---|---------------------------------------|--|-----|
| Topic  | Core 1 – Resource Management                  | Core 2 – Individuals and Groups       | Core 3 – Families and Communities              |     |
| Nature of task   | Video Analysis/Report<br>Individual Wellbeing | Research & Presentation<br>Leadership | Examination<br>Families and Communities        |     |
| Timing   | Term 1, Week 5                                | Term 2, Week 6                        | Term 3, Week 9/10                              |     |
| Outcomes assessed  | P1.1, P1.2, P4.2, P5.1, P6.1                  | P2.1, P2.3, P4.1, P4.2                | P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2 |     |
| Component  | Weighting %                                   |                                       |  |     |
| Knowledge and understanding of course content                                  | 10  | 15                                    | 15   | 40  |
| Skills in critical thinking, research methodology, analysing and communicating | 20  | 20                                    | 20   | 60  |
| Total %  | 30  | 35                                    | 35   | 100 |

For more detail on the syllabus outcomes listed in this assessment schedule go to [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/) and <http://syllabus.nesa.nsw.edu.au/> for a listing of all HSC subject syllabuses.

# Chemistry

## Assessment Summary Assessment Commences Term 1 2023

| Course Components                       | Syllabus Weightings |                          | TASK 1  | TASK 2   | TASK 3                   |
|---|---------------------|--------------------------|---|--|--------------------------|
|   |                     | <b>TIMING</b>            | Term 1 2023<br>Week 9-10  | Term 2 2023<br>Week 9-10                                   | Term 3 2023<br>Week 9-10 |
|   |                     | <b>TASK TYPE</b>         | Depth Study Task<br><i>Introduction to Quantitative Chemistry</i> | Practical/Process/Theory Task<br><i>Reactive Chemistry</i> | Yearly Examination       |
|   |                     | <b>OUTCOMES ASSESSED</b> | CH11-1 to 9   | CH11-3,4,5, 10   | CH11-1 to 11             |
| <b>Skills in Working Scientifically</b> | <b>60%</b>          |                          | 30  | 20   | 10                       |
| <b>Knowledge and Understanding</b>      | <b>40%</b>          |                          | 0   | 10   | 30                       |
| <b>Total Weighting</b>                  | <b>100%</b>         |                          | <b>30</b>   | <b>30</b>  | <b>40</b>                |

### NOTE.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.



## Design and Technology

## Year 11 Assessment Commences Term 1 2023

| Course Components                               | Syllabus Weightings | Task 1<br>Term 2, Week 2                             | Task 2<br>Term 2, Week 6                      | Task 3<br>Term 3, Week 6                            |
|---|---------------------|--|---|---|
| Type of Task                                    |                     | Prelim Design Project 1<br>Trash to Treasures        | Research Task –<br>Contemporary<br>Designer/s | Prelim Design Project 2<br>Tiny Houses              |
| Outcomes Assessed                               |                     | P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2 | P1.1, P2.1, P2.2<br>P4.3                      | P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1 P6.2 |
| Knowledge and understanding of course content   | 40                  | 10   | 20  | 10  |
| Knowledge and skills in Designing and Producing | 60                  | 30   |   | 30  |
| Total   | 100                 | 40   | 20  | 40  |

For more detail on the syllabus outcomes listed in this assessment schedule go to <http://syllabus.nesa.nsw.edu.au/> for a listing of all HSC subject syllabuses.

## Economics

## Assessment Commences Term 1 2023

| Components   | Task 1  | Task 2  | Task 3   | Weighting % |
|--|---|---|--|-------------|
|  | Stimulus and Skills Based Test<br>Introduction to Economics and Markets | Research Task<br>Government and the Economy           | Yearly Examination<br>All Topics                                       |             |
|  | Term 1, Week 9/10   | Term 2, Week 9/10                                     | Term 3, Week 9/10  |             |
|  | Outcomes assessed<br>P1, P2, P4, P7, P9, P10, P12                       | Outcomes assessed<br>P1, P2, P5, P6, P8, P9, P10, P12 | Outcomes assessed<br>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12 |             |
| Knowledge and understanding of course content                                | 5   | 5   | 30   | 40          |
| Stimulus-based skills  | 20  |   |  | 20          |
| Inquiry and research   |   | 20  |  | 20          |
| Communication of economic information, ideas and issues in appropriate forms | 5   | 5   | 10   | 20          |
| <b>Total %</b>   | <b>30</b>   | <b>30</b>   | <b>40</b>  | <b>100</b>  |

# Engineering Studies

## Assessment Summary Preliminary Engineering Studies Course Assessment commences term 1 2023

| Course Components   | Syllabus Weightings | TIMING            | TASK 2                                   | TASK 3                                  | TASK 4  |
|---|---------------------|-------------------|--|---|---|
|   |                     |                   | Week 9 Term 2                            | Week 6 Term 3                           | Weeks 9-10 Term 3   |
|   |                     | TASK TYPE         | Braking Systems Project and report       | Report on Biomedical Engineering        | Yearly Exam   |
|   |                     | OUTCOMES ASSESSED | P1.2, P2.1, P3.2, P3.3, P5.1, P5.2, P6.1 | P1.1, 1.2, P2.1, P2.2, P5.1, P5.2, P6.1 | Any and/or all course outcomes may be assessed. Outcomes not pre-determined |
| Knowledge and understanding of course content   | 60%                 |                   | 15                                       | 15                                      | 30  |
| Knowledge and skills in research, problem solving and communication related to engineering practice | 40%                 |                   | 15                                       | 15                                      | 10  |
| <b>Total Weighting</b>  | <b>100%</b>         |                   | <b>30%</b>                               | <b>30%</b>                              | <b>40%</b>  |

For more detail on the syllabus outcomes listed in this assessment schedule go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/engineering-studies-syllabus> for a listing of all HSC subject syllabuses.

# English Advanced

## Assessment Commences Term 1 2023

| Task number  | Task 1   | Task 2   | Task 3  |
|--|--|--|---|
| Nature of task   | Reading to Write<br>Written Response and<br>Reflection | Module A - Narratives that<br>Shape our World<br>Multimodal presentation | Module B - Critical Study<br>of Literature<br>Yearly Examination<br>Critical response |
| Timing   | Term 1, Week 9   | Term 2, Week 9   | Term 3, Weeks 9-10  |
| Outcomes assessed  | EA11-1,EA11-3,EA11-4 EA11-5, EA11-9                    | EA11-1, EA11-2,EA11-3, EA11-4, EA11-5, EA11-6, EA11-8                    | EA11-1, EA11-3, EA11-5, EA11-7, EA11-8  |
| Components   | Weighting %  |  |   |
| Knowledge and understanding of course content  | 15   | 20   | 15  |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15   | 20   | 15  |
| Total %  | 30   | 40   | 30  |
|  |  |  | 100   |



| Task number   | Task 1   | Task 2  | Task 3  |     |
|---|--|---|---|-----|
| Nature of task  | Portfolio Task<br>Language and Texts in<br>Context | Multimodal Presentation<br>(including listening)<br>Close Study of Text | Yearly Examination<br>Texts and Society         |     |
| Timing  | Term 1, Week 10                                    | Term 2, Week 9  | Term 3, Week 9                                  |     |
| Outcomes assessed   | EAL11-1A, EAL11-3, EAL11-5,<br>EAL11-6, EAL11-8    | EAL11-1A, EAL11-2, EAL11-3,<br>EAL11-5                                  | EAL11-1B, EAL11-3, EAL11-4,<br>EAL11-7, EAL11-9 |     |
| Components  | Weighting %  |   |   |     |
| Knowledge and understanding of course<br>content  | 15   | 20  | 15  | 50  |
| Skills in responding to texts and<br>communication of ideas appropriate to<br>audience, purpose and context across<br>all modes | 15   | 20  | 15  | 50  |
| Total %   | 30   | 40  | 30  | 100 |

## English Standard

## Assessment Commences Term 1 2023

| Nature of task   | Reading to Write<br>Written Response and<br>Reflection | Module A - Contemporary<br>Possibilities<br>Multimodal Presentation | Module B - Close Study of<br>Text<br>Yearly Examination<br>Analytical Response |             |
|--|--|---|--|-------------|
| Timing   | Term 1, Week 9   | Term 2, Week 9  | Term 3, Weeks 9-10   |             |
| Outcomes assessed  | ES11-1, ES11-3, ES11-4, ES11-5, ES11-9                 | ES11-1, ES11-2, ES11-3, ES11-5, ES11-6, ES11-7, ES11-8              | ES11-1, ES11-3, ES11-5, ES11-7, ES11-8   |             |
| Components   |  |   |  | Weighting % |
| Knowledge and understanding of course content  | 15   | 20  | 15   | 50          |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15   | 20  | 15   | 50          |
| Total %  | 30   | 40  | 30   | 100         |

## English Extension 1

## Assessment Commences Term 1 2023

| Task number  | Task 1                 | Task 2                                    | Task 3                                  |            |
|--|------------------------|---|---|------------|
| Nature of task   | Imaginative Response   | Multimodal Presentation<br>Ted Talk       | Yearly Examination<br>Critical response |            |
| Timing   | Term 1, Week 9         | Term 2, Week 9                            | Term 3, Weeks 9-10                      |            |
| Outcomes assessed  | EE11-2, EE11-3, EE11-6 | EE11-1, EE11-2, EE11-3,<br>EE11-4, EE11-5 | EE11-1, EE11-2, EE11-3,<br>EE11-5       |            |
| Components   | Weighting %            |   |   |            |
| Knowledge and understanding of course content  | 15                     | 20  | 15                                      | 50         |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15                     | 20  | 15                                      | 50         |
| <b>Total %</b>   | <b>30</b>              | <b>40</b>                                 | <b>30</b>                               | <b>100</b> |

# Food Technology

Assessment Summary  
Preliminary Course Food Technology  
Assessment Commences Term 1 2023

| Syllabus assessment component  | Weighting % |                          | Task 1                                  | Task 2                                    | Task 3                                   |
|--|-------------|--------------------------|---|---|--|
|  |             | <b>Timing</b>            | Term 1: Week 9                          | Term 2: Week 8                            | Term 3: Week 9/10                        |
|  |             | <b>Type of task</b>      | Food Selection Case Study and Practical | Functional Property of Food Investigation | Preliminary examination                  |
|  |             | <b>Outcomes Assessed</b> | P1.1, P1.2, P4.2                        | P2.2, P3.2, P4.1, P4.4                    | P1.1, P1.2, P2.1, P2.2, P3.1, P4.4, P5.1 |
| Knowledge and understanding of course content                                    | 40          |                          | 5                                       | 5   | 30                                       |
| Knowledge and skills in designing, researching, analysing and evaluating         | 30          |                          | 15                                      | 15  |  |
| Skills in experimenting with and preparing food by applying theoretical concepts | 30          |                          | 15                                      | 15  |  |
| <b>Total</b>   | <b>100</b>  |                          | <b>35%</b>                              | <b>35%</b>                                | <b>30%</b>                               |



# French Beginners

## Assessment Commences Term 1

2023

| Course Components | Syllabus Weightings | TASK 1   | TASK 2   | TASK 3   |
|-------------------|---------------------|--|--|--|
|                   |                     | Term 1<br>Week 10  | Term 2<br>Week 6   | Term 3<br>Examination period                                       |
|                   |                     | Response to spoken/visual texts/oral presentation                | Responses in English and French to a series of emails  | Yearly Examination   |
|                   |                     | Family Life<br>Outcomes assessed<br>1.1 1.2, 1.3<br>2.1 2.2, 2.5 | Family Life and Neighbourhood<br>Outcomes assessed<br>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5 | Outcomes assessed<br>2.1, 2.2, 2.3, 2.4, 2.5<br>3.1, 3.2, 3.3, 3.4 |
| Listening         | 30%                 | 20   |  | 10   |
| Speaking          | 20%                 | 10   | 10   |  |
| Reading           | 30%                 |  | 20   | 10   |
| Writing           | 20%                 |  |  | 20   |
| Total Weighting   | 100%                | 30%  | 30%  | 40%  |

# Information Processes & Technology

Parramatta High School - Preliminary HSC Assessment Policy 2023  
**Assessment Summary**  
**Preliminary IPT Course**  
**Assessment Commences Term 1 2023**

| Course Components   | Syllabus Weightings | TASK 1                      | TASK 2  | TASK 3  |
|---|---------------------|-----------------------------|---|---|
|   |                     | Term 1 Wk10                 | Term 3 Wk6  | Term 3 Wk9/10   |
|   |                     | Individual Research Project | Major Project                                       | Yearly Examination  |
|   |                     | OUTCOMES ASSESSED           | P1.1 P2.1; P2.2; P5.1; P4.1; P6.1; P6.2; P7.1; P7.2 | Any and/or all course outcomes may be assessed. Outcomes not pre-determined |
| Knowledge and understanding of course content                             | 60%                 | 15                          | 15  | 30  |
| Knowledge and skills in the design and development of information systems | 40%                 | 5                           | 25  | 10  |
| <b>Total Weighting</b>  | <b>100%</b>         | <b>20%</b>                  | <b>40%</b>  | <b>40%</b>  |

For more detail on the syllabus outcomes listed in this assessment schedule go to <https://educationstandards.nsw.edu.au/> for a listing of all HSC subject syllabuses.

## Legal Studies

## Assessment Commences Term 1 2023

| Components  | Task 1                              | Task 2   | Task 3  | Weighting % |
|---|-------------------------------------|--|---|-------------|
|   | Topic Test<br>The Legal System      | Research Task<br>The Legal System &<br>Law in Practice | Yearly Examination<br>All Topics                            |             |
|   | Term 1, Week 6/7                    | Term 2, Week 8   | Term 3, Week 9/10   |             |
|   | Outcomes assessed<br>P1, P2, P3, P9 | Outcomes assessed<br>P1, P4, P7, P8, P9, P10           | Outcomes assessed<br>P1, P2, P3, P4, P5, P6, P7, P9,<br>P10 |             |
| Knowledge and understanding of<br>course content                                | 15                                  | 5  | 20  | 40          |
| Analysis and evaluation   |                                     | 10   | 10  | 20          |
| Inquiry and research  |                                     | 20   |   | 20          |
| Communication of legal<br>information, ideas and issues in<br>appropriate forms | 5                                   | 5  | 10  | 20          |
| <b>Total %</b>  | <b>20</b>                           | <b>40</b>  | <b>40</b>   | <b>100</b>  |

# Mathematics Advanced

## Assessment Commences Term 1 2023

| Course Components                               | Syllabus Weightings |                              | Task 1                               | Task 2                               | Task 3                |
|---|---------------------|------------------------------|--------------------------------------|--------------------------------------|-----------------------|
|   |                     | <b>TIMING</b>                | Term 1<br>Due Week 8                 | Term 2<br>Week 8                     | Term 3<br>Weeks 9-10  |
|   |                     | <b>TASK TYPE</b>             | Investigative<br>Assignment          | Open Book<br>Test                    | Yearly<br>Examination |
|   |                     | <b>OUTCOMES<br/>ASSESSED</b> | MA11-1<br>MA11-2<br>MA11-8<br>MA11-9 | MA11-1<br>MA11-3<br>MA11-5<br>MA11-9 | MA11-All              |
| Understanding, Fluency and<br>Communication     | 50%                 |                              | 10%                                  | 20%                                  | 20%                   |
| Problem Solving, Reasoning and<br>Justification | 50%                 |                              | 20%                                  | 10%                                  | 20%                   |
| Total Weighting                                 | 100%                |                              | 30%                                  | 30%                                  | 40%                   |

For more detail on the syllabus outcomes listed in this assessment schedule go to [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/) and <http://syllabus.nesa.nsw.edu.au/> for a listing of all HSC subject syllabuses.



## Mathematics Extension 1

## Assessment Commences Term 1 2023

| Course Components                               | Syllabus Weightings |                              | Task 1                     | Task 2   | Task 3                |
|---|---------------------|------------------------------|----------------------------|--|-----------------------|
|   |                     | <b>TIMING</b>                | Term 1<br>Week 9           | Term 2<br>Due Week 9                           | Term 3<br>Weeks 9-10  |
|   |                     | <b>TASK TYPE</b>             | Open Book<br>Test          | Investigative<br>Assignment                    | Yearly<br>Examination |
|   |                     | <b>OUTCOMES<br/>ASSESSED</b> | ME11-1<br>ME11-2<br>ME11-7 | ME11-1<br>ME11-2<br>ME11-3<br>ME11-6<br>ME11-7 | MA11-All              |
| Understanding, Fluency and<br>Communication     | 50%                 |                              | 20%                        | 10%  | 20%                   |
| Problem Solving, Reasoning and<br>Justification | 50%                 |                              | 10%                        | 20%  | 20%                   |
| Total Weighting                                 | 100%                |                              | 30%                        | 30%  | 40%                   |

For more detail on the syllabus outcomes listed in this assessment schedule go to [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/) and <http://syllabus.nesa.nsw.edu.au/> for a listing of all HSC subject syllabuses.

## Mathematics Standard

## Assessment Commences Term 1 2023

| Course Components                               | Syllabus Weightings |                              | Task 1  | Task 2  | Task 3                |
|---|---------------------|------------------------------|---|---|-----------------------|
|   |                     | <b>TIMING</b>                | Term 1<br>Due Week 8                                      | Term 2<br>Week 7  | Term 3<br>Weeks 9-10  |
|   |                     | <b>TASK TYPE</b>             | Investigative<br>Assignment                               | Open Book<br>Test   | Yearly<br>Examination |
|   |                     | <b>OUTCOMES<br/>ASSESSED</b> | MS11-1<br>MS11-2<br>MS11-5<br>MS11-6<br>MS11-9<br>MS11-10 | MS11-1<br>MS11-2<br>MS11-3<br>MS11-4<br>MS11-5<br>MS11-6<br>MS11-9<br>MS11-10 | MS11-All              |
| Understanding, Fluency and<br>Communication     | 50%                 |                              | 10%   | 20%   | 20%                   |
| Problem Solving, Reasoning and<br>Justification | 50%                 |                              | 20%   | 10%   | 20%                   |
| Total Weighting                                 | 100%                |                              | 30%   | 30%   | 40%                   |

For more detail on the syllabus outcomes listed in this assessment schedule go to [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/) and <http://syllabus.nesa.nsw.edu.au/> for a listing of all HSC subject syllabuses.

## Modern History

## Assessment Commences Term 1 2023

| Component   | Task 1   | Task 2   | Task 3  | Weighting % |
|---|--|--|---|-------------|
|   | Oral Task<br>Investigating Modern History<br><br>Case Study One :<br>The Decline and Fall of the Romanov Dynasty | Research and Essay<br>Historical Investigation                                   | Yearly Examination<br><br><i>The Shaping of the Modern World</i>                |             |
|   | Term 1<br>Week 9 - 10  | Term 2<br>Week 8 - 10  | Term 3<br>Weeks 9/10  |             |
|   | Possible outcomes assessed<br>MH 11-6, MH11-7, MH, MH 11-9,<br>MH 11-10  | Possible Outcomes assessed<br>MH11-2, MH11-4, MH, MH 11-6,<br>MH MH11-8, MH 11-9 | Possible outcomes assessed<br>MH 11-1, MH 11-3, MH11-4,<br>MH 11-5, MH, MH 11-9 |             |
| Knowledge and understanding of course content                                   | 20   |  | 20  | 40          |
| Historical skills in the analysis and evaluation of sources and interpretations | 5  | 5  | 10  | 20          |
| Historical inquiry and research   |  | 15   | 5   | 20          |
| Communication of historical understanding in appropriate form                   | 5  | 10   | 5   | 20          |
| <b>Total %</b>  | <b>30</b>  | <b>30</b>  | <b>40</b>   | <b>100</b>  |

# Music 1

## Assessment Commences Term 1 2023

| Task number       | Task 1                                | Task 2                                  | Task 3                                       |
|-------------------|---------------------------------------|---|--|
| Nature of task    | Composition and Musicology<br>Topic 1 | Performance and Viva Voce<br>Topic 2    | Performance and Aural Examination<br>Topic 3 |
| Timing            | Term 1, Weeks 9-10                    | Term 2, Weeks 8 - 9                     | Term 3, Weeks 9-10                           |
| Outcomes assessed | P2, P3, P4, P5, P6, P7, P8, P11       | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 | P1, P2, P5, P6, P7, P8, P9, P11              |
| Components        | Weighting %                           |   |  |
| Performance       |                                       | 10                                      | 15   |
| Composition       | 25                                    |   |  |
| Musicology        | 5                                     | 20                                      |  |
| Aural             |                                       |   | 25   |
| Total %           | 30                                    | 30                                      | 40   |
|                   |                                       |   | 100  |



## Music 2

## Assessment Commences Term 1 2023

| Task number       | Task 1                                | Task 2   | Task 3                                       |     |
|-------------------|---------------------------------------|--|--|-----|
| Nature of task    | Performance and Musicology<br>Topic 1 | Composition, Composition Portfolio and Musicology<br>Topic 2 | Performance and Aural Examination<br>Topic 3 |     |
| Timing            | Term 1, Weeks 9-10                    | Term 2, Weeks 7-8  | Term 3, Weeks 9-10                           |     |
| Outcomes assessed | P1, P8, P9, P10, P2, P5, P7           | P2, P3, P4, P5, P6, P7, P8                                   | P1, P2, P5, P6, P7, P8, P10, P11             |     |
| Components        | Weighting %                           |  |  |     |
| Performance       | 10                                    |  | 15   | 25  |
| Composition       |                                       | 25   |  | 25  |
| Musicology        | 15                                    | 10   |  | 25  |
| Aural             |                                       |  | 25   | 25  |
| Total %           | 25                                    | 35   | 40   | 100 |

| Task number  | Task 1   | Task 2   | Task 3                    |
|--|--|--|---------------------------|
| <b>Nature of task</b>  | <b>Better Health For Individuals</b><br>Research and in class Response | <b>Body In Motion</b><br>Research and in class Response<br>Physical fitness, training, and movement efficiency | <b>Yearly Examination</b> |
| <b>Timing</b>  | Term 1, Week 9   | Term 2, Week 3-6   | Term 3, Week 9-10         |
| <b>Outcomes assessed</b>   | P1, P2, P3, P4, P15, P16   | P8, P9, P10, P11,  | P1–P12                    |
| <b>Component</b>   | <b>Weighting %</b>   |  |                           |
| Knowledge and understanding of course content                      | 15   | 15   | 10                        |
| Skills in critical thinking, research, analysing and communicating | 15   | 15   | 30                        |
| <b>Total %</b>   | <b>30</b>  | <b>30</b>  | <b>40</b>                 |
|  |  |  | <b>100</b>                |

# Physics

## Assessment Summary Assessment Commences Term 1 2023

| Course Components                | Syllabus Weightings |                          | TASK 1  | TASK 2   | TASK 3                   |
|----------------------------------|---------------------|--------------------------|---|--|--------------------------|
|                                  |                     | <b>TIMING</b>            | Term 1 2023<br>Ongoing Week 7-8                                 | Term 2 2023<br>Week 3-8                            | Term 3 2023<br>Week 9-10 |
|                                  |                     | <b>TASK TYPE</b>         | Practical/Process/Theory Task<br><i>Kinematics and Dynamics</i> | Depth Study Task<br><i>Waves and Thermodynamic</i> | Yearly Examination       |
|                                  |                     | <b>OUTCOMES ASSESSED</b> | PH11-1 to 9   | PH11-1 to 7, 10                                    | PH11-1,2,4 to 11         |
| Skills in Working Scientifically | 60%                 |                          | 25  | 25   | 10                       |
| Knowledge and Understanding      | 40%                 |                          | 5   | 5  | 30                       |
| <b>Total Weighting</b>           | <b>100%</b>         |                          | <b>30</b>   | <b>30</b>  | <b>40</b>                |

### NOTE.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.

## Society & Culture

## Assessment Commences Term 1 2023

| Component  | Task 1  | Task 2   | Task 3   | Weighting % |
|--|---|--|--|-------------|
|  | Extended Response<br>The Social and Cultural<br>World | Research and Oral<br>Presentation<br>Personal and Social<br>Identity | Yearly Examination<br>Intercultural<br>Communication<br>All topics covered |             |
|  | Term 1, Week 8  | Term 2, Week 9/10  | Term 3, Week 9/10  |             |
|  | P1, P3, P6, P9, P10                                   | P1, P2, P3, P5, P8, P10  | P1, P3, P4, P7, P8,<br>P9  |             |
| Knowledge and understanding of course content                        | 10  | 20   | 20   | 50          |
| Application and evaluation of social and cultural research methods   | 10  | 15   | 5  | 30          |
| Communication of information, ideas, and issues in appropriate forms | 5   | 5  | 10   | 20          |
| <b>Total %</b>   | <b>25</b>   | <b>40</b>  | <b>35</b>  | <b>100</b>  |

## Software Design & Development

### Assessment Summary Preliminary SDD Course Assessment Commences Term 1 2023

| Course Components  | Syllabus Weightings |                          | TASK 1                             | TASK 2   | TASK 3                             |
|--|---------------------|--------------------------|------------------------------------|--|------------------------------------|
|  |                     | <b>TIMING</b>            | Week 9<br>Term 1                   | Week 7<br>Term 3                                     | Exam Period<br>Term 3              |
|  |                     | <b>TASK TYPE</b>         | Research Project                   | Major Project  | Yearly Examination                 |
|  |                     | <b>OUTCOMES ASSESSED</b> | P1.1, P1.2, P2.1, P2.2, P3.1, P4.3 | P1.2, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P6.3 | P1.1, P1.3, P3.1, P4.1, P5.2, P6.2 |
| Knowledge and understanding of course content                            | <b>50%</b>          |                          | 25%                                | 10%  | 15%                                |
| Knowledge and skills in the design and development of software solutions | <b>50%</b>          |                          | 10%                                | 30%  | 10%                                |
| <b>Total Weighting</b>   | <b>100%</b>         |                          | <b>35%</b>                         | <b>40%</b>   | <b>25%</b>                         |

For more detail on the syllabus outcomes listed in this assessment schedule go to

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/software-design-development>

for a listing of all HSC subject syllabuses.



# Sport Lifestyle and Recreation Preliminary

## Assessment Schedule Assessment Commences Term 1 2023

| Task number  | Task 1                       | Task 2         | Task 3                          |     |
|--|------------------------------|----------------|---------------------------------|-----|
| Topic  | Fitness                      | First AID      | Games and Sports Applications I |     |
| Nature of tasks  | Independent Research Project | Topic Test     |                                 |     |
| Timing<br>Date Due   | Term 1 Week 8                | Term 2, Week 8 | Term 3, Week 5                  |     |
| Outcomes assessed  | 5.2,5.4,4.3                  | 1.3,2.5,3.6    | 3.3, 4.5,3.1                    |     |
| Component  | Weighting %                  |                |                                 |     |
| Knowledge and understanding of course content                                  | 15                           | 15             | 15                              | 45  |
| Skills in critical thinking, research methodology, analysing and communicating | 15                           | 20             | 20                              | 55  |
| Total %  | 30                           | 35             | 35                              | 100 |

# Visual Arts

## Assessment Commences Term 1 2023

| Course Components         | Syllabus Weighting | Task 1                                    | Task 2                                    | Task 3                                    |
|---------------------------|--------------------|---|---|---|
| Timing                    |                    | Term 2<br>Week 5                          | Term 3<br>Week 6                          | Term 3<br>Yearly Examination<br>Week 9-10 |
| Task Type                 |                    | Practical & Theory Task                   | Practical & Theory Task                   | Yearly Examination                        |
| Outcomes Assessed         |                    | P1, P2, P3, P4, P5, P6<br>P7, P8, P9, P10 | P1, P2, P3, P4, P5, P6<br>P7, P8, P9, P10 | P7, P8, P9, P10                           |
| Art Making                | 50                 | Artwork 1 – 20%                           | Artwork 2 – 20%<br>VAPD (artmaking) – 10% |   |
| Art History and Criticism | 50                 | Artist Study – 15%                        | VAPD (theory) – 10%                       | Theory Examination – 25%                  |
| Total Weighting           | 100                | 35%                                       | 40%                                       | 25%                                       |

*Most tasks are prepared in class; the above schedule indicates the approximate assessment and/or completion date.*