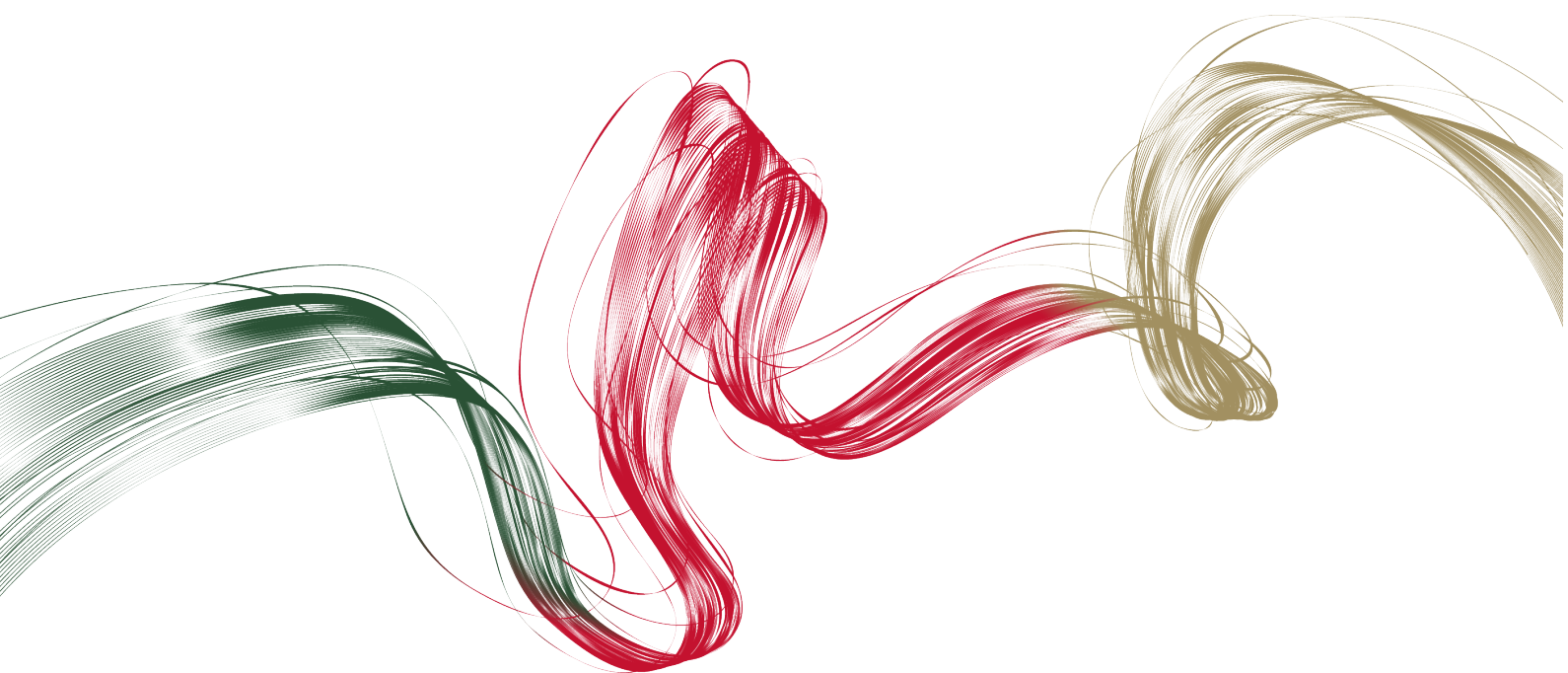




**THE RIVERS**  
SECONDARY COLLEGE

*The heart of secondary education for Lismore*

**Lismore High Campus**



**STAGE 6 GUIDE  
ASSESSMENT POLICY &  
ASSESSMENT SCHEDULES  
HSC 2022  
AMENDED VERSION**

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# 1 HSC and ATAR Eligibility

## 1.1 Pattern of Study

To be eligible for the Higher School Certificate (HSC), students must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NSW Education Standards Authority (NESA)
- attend a government school, an accredited non-government school, a NESA recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before submitting any work for Preliminary or HSC courses, unless only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the requisite HSC examinations
- Meet the HSC minimum standard of literacy and numeracy within five years of starting the HSC course

Certain patterns of study and course requirements apply:

Satisfactorily completing:

- a Preliminary pattern of study that includes at least 12 units
- a HSC pattern of study that includes at least 10 units

Both patterns of study must include at least:

- Six units of Board Developed Courses
- Two units of a Board Developed Course in English, or English Studies
- Three courses of two or more units (either Board Developed or Board Endorsed Courses)
- Four subjects

### Specific Rules

There are also specific eligibility rules for some Languages courses, such as Beginners and Continuers. The campus principal or delegate must ensure that the course is at the appropriate level for the student's experience.

Enrolling in a course that a student is not eligible for could put their HSC at risk, students are responsible for carefully checking their eligibility for all courses they are entered for.

A student may study up to six units of Science in Year 11 and seven units of Science in Year 12. This allows for the study of Science Extension.

Students may study one of, or any combination of, the following Stage 6 Science courses:

- Biology
- Chemistry
- Earth and Environmental Science
- Investigating Science
- Physics
- Science Extension (Year 12 only)

The above Stage 6 Science courses including the Investigating Science course may provide entry into the new Science Extension (Year 12) course, which has been developed to engage high-achieving students and better prepare them for university and careers in STEM. Students must continue studying at least one Science course in year 12 while studying Extension Science.

Those students who take English Studies in the 2022 HSC and want to receive an Australian Tertiary Admission Rank (ATAR) will need to remember that only two units of Category B courses can be included, and at least two units of English must be included, in the ATAR calculation. Therefore, English Studies students who want an ATAR will need to sit the optional HSC examination, but will not be able to include any other Category B units and will need at least eight units of Category A courses.

## 1.2 Types of HSC courses

**Board Developed courses** are the large number of courses set and examined by Education Standards that also contribute to the calculation of the ATAR. These include all Category A and all Category B courses.

**Board Endorsed courses** are developed by schools, TAFE and universities. They count towards a student's HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

**Life Skills Pattern of Study** can be followed by a student who has additional learning needs; they can attain their HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and general eligibility and study patterns will still need to meet the to earn a HSC. Students will need to talk with their year adviser, careers adviser and learning and support teacher to find out whether these courses are suitable. Life Skills courses do not count towards the ATAR.

**Vocational Education and Training (VET) courses** can be studied either at school or through TAFE NSW and other training providers. Students will need to check with their campus VET coordinator about which courses are available and the requirements of the different courses. For example, all VET courses involve a minimum number of hours in the work place.

VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam to enable students who choose to sit the exam, to have their results count towards their ATAR.

## 1.3 Understanding HSC pathways

Pathway	Description
Accumulating	Students can take up to five consecutive years to finish their studies, starting from the first year they complete a HSC course. After five years, they must have met all HSC requirements
Repeating	Students can repeat one or more courses within the five years (see pathway 1) without penalty. The Record of School Achievement (RoSA) will show the results of all attempts. The Universities Admissions Centre (UAC) will calculate the ATAR from the results of the most recent attempt
Transferring credit and recognition of prior learning (RPL)	Students may be able to count courses they did at TAFE or other educational institutions if they're not included as part of the Stage 5 pattern of study, towards their Preliminary or HSC, through RPL or credit transfer. Or, students may not need to complete some course components if they can show that they have met the necessary outcomes in another way, such as through interstate study, as 'RPL'. This may apply to a Preliminary course, part of a Preliminary course or part of a HSC course
Accelerating	Students may be able to accelerate in a course, sit for the HSC exam for that course (usually at the end of Year 11) and accumulate their results
Studying during an apprenticeship or traineeship	Students can complete a school-based apprenticeship or traineeship while studying. These combine paid work and training, lead to a recognised VET credential and count towards their HSC

## 1.4 Australian Tertiary Admission Rank (ATAR)

Applications for each university course are ranked in order of merit using the ATAR. The ATAR is a scale between 0 and 99.95, which indicates a student's placing in the state, relative to all other candidates for the HSC. This ranking is based on the assumption that all Year 10 students from a cohort completed Year 12 and were eligible for an ATAR.

To be eligible for an ATAR a student must complete:

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

A **subject** is the general name given to an area of study. A **course** is a branch of study within a subject. A subject may have several different courses, for example, with the subject English the courses will include English Standard, English Advanced, HSC English Extension 1, etc.

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

- The best two units of English and
- The best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included

## 1.5 HSC Minimum Standard

Students need to meet the HSC minimum standard to receive the HSC. To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Students undertaking Stage 6 Life Skills courses are eligible for an exemption from the HSC minimum standard under the following conditions:

- Students taking an English Life Skills course in Year 12 are exempt from demonstrating the HSC minimum literacy standard.
- Students taking a Mathematics Life Skills course in Year 12 are exempt from demonstrating the HSC minimum numeracy standard.
- Students who do not take a Mathematics Stage 6 course but who are enrolled in four or more Life Skills courses are exempt from demonstrating the HSC minimum numeracy standard.

To be exempt, students need to undertake Life Skills courses to the completion of Year 12.

Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a RoSA.

## **2 Requirements of The Rivers Secondary College**

### **2.1 Satisfactory Record of Attendance**

Satisfactory attendance at school is required to achieve the outcomes of the course.

In circumstances where attendance is deemed unsatisfactory, the principal may decide that sufficient course outcomes have not been achieved.

In this situation the student's pattern of attendance will be reviewed. Following this review the student will be required to justify to the principal that the record of attendance has not impeded achievement of sufficient course outcomes.

Where the principal considers that a student's pattern of attendance could result in the non-completion determination ('N' determination) of a HSC, the student must be warned and (if the student is under 18), the parents or caregiver immediately advised in writing.

Absences through illness/injury may be allowed if considered legitimate. Medical certificates will be accepted as satisfactory evidence of legitimate absence in the event of prolonged/recurring illness/injury.

In cases of prolonged absence and where work is not possible or not done during the period of absence, the principal will decide whether sufficient course outcomes have been met.

Under certain circumstances leave may be granted. This must be discussed and negotiated with the principal in advance. Possible absence, such as that resulting from a student exchange, should be discussed with the principal.

### **2.2 Satisfactory Record of Application**

Satisfactory application is essential for the completion of HSC courses. A judgement will be made by the principal as to whether a student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in a course by the school. In making this judgement, the principal will take into account the degree of effort shown by the student and their attitude to their studies.

In circumstances where application is unsatisfactory, an 'N' determination will be issued for that course(s).

### **2.3 Satisfactory Completion of Course Requirements**

A student will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that the student has, by effort and achievement, indicated that he/she has followed the course laid down by NESAs.

If such evidence does not exist, the school will apply the 'N' determination for the HSC course(s).

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.

A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

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

- a) followed the course developed or endorsed by NESAs 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

A student will be deemed not to have satisfactorily completed a course if there is sufficient evidence of:

- omission, to a significant degree, of experiences, which are integral requirements of the syllabus, e.g. assignments, practical work, participation in class or online/remote learning
- non-serious attempt or a non-attempt at the examination. Non-serious attempts include frivolous or objectionable material. Non-attempts include those where only multiple-choice questions are attempted. Any student identified as making a non-serious attempt or a non-attempt will be asked by NESAs to justify why they should receive a result in the course concerned
- failure to make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of assessment marks available. Failure to make a genuine attempt at a particular task will score zero. It is a matter of the teacher's, in consultation with the head teacher's, professional judgement whether the attempt is a genuine one. The principal will make the final decision

### 3 'N' Determinations

The host campus will issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected. It is the student's responsibility to ensure that the course outcomes are met.

Students will be advised as to what is necessary to enable them to meet the requirements satisfactorily. If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

If a student makes no attempt to correct the problem and has received at least two official warning letters, the home campus principal may apply for an 'N' determination for that course. The student will be notified and informed of the appeal process.

Where a student receives an 'N' determination in a course, that course will not appear on the student's RoSA. The student may not then have the pattern of study necessary to complete the HSC.

In a course in which a student is also studying a related Extension course, neither that course nor the related Extension course will contribute to the required pattern of study. However, an 'N' determination in an Extension course has no effect on the related two unit course.

'N' warning letters may be sent if a teacher has concerns about:

- failure to complete an assessment task, and/or
- non-serious attempts in tasks
- poor performances in class, and/or
- lack of effort and/or interest, and/or
- incomplete or missed work due to frequent absence from class or online/remote learning
- VET or Board Endorsed Course (BEC) studied either at school or TAFE

As with all other courses studied for the HSC, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- the HSC requirements and advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

Courses studied at TAFE are either Board Developed or Board Endorsed Courses. Therefore, all courses fall under these same rules for 'N' determinations.

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. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a non-completion 'N' determination.



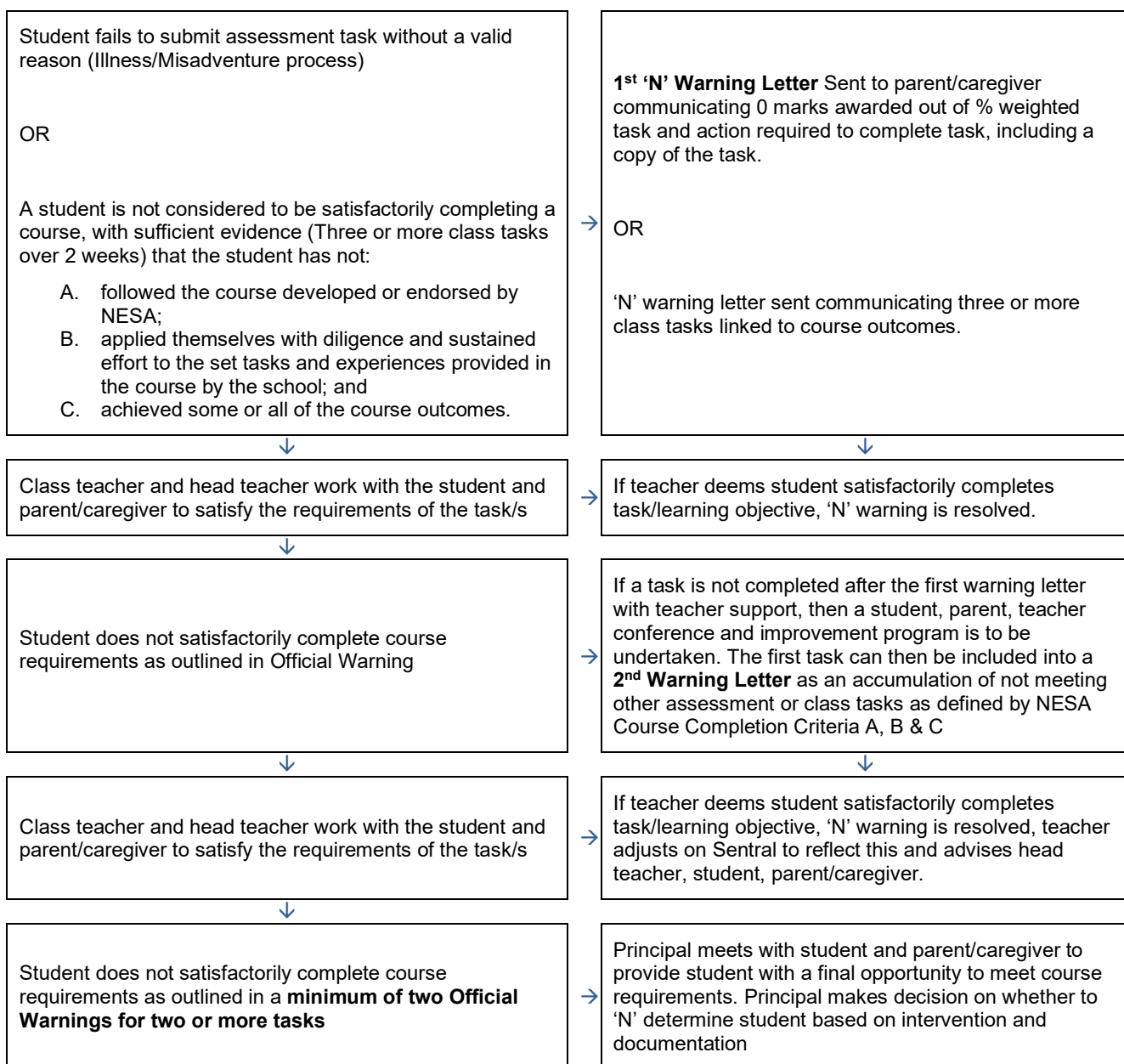
### 3.1 The 'N' Determination Process-Principal's Determination of Non-completion of Course Requirements

This determination process will begin in Term 4 of Year 12. It will normally finish at the end of Term 3 Year 12.

This process outlined in the table below is designed to provide a student with clear information about the steps taken towards an 'N' determination for a HSC course. Each subsequent action represents a student's failure to respond to the advice and concerns expressed by their teachers in the previous letter and/or further concerns that the teacher has. The purpose of this process is to give a student early warning, to provide them with the time and opportunity to take action to rectify area(s) causing concern, and to provide with the support that a student may need to successfully complete their HSC course.

#### TRSC 'N' Warning Procedures

The 'N' warning procedures are designed to ensure all students are given every opportunity to meet course requirements in partnership with parents/caregivers. Our aim is to minimise the final 'N' determinations at TRSC.



The Principal will explain the Review and Appeals process to the student, which may be used if the student believes that the 'N' determination is incorrect, or if believes that they have been treated unfairly.

### **3.2 Non-completion of HSC Internal Assessment: Review of Non-completion Determinations**

The procedures for a school review of an 'N' determination will follow those laid down for other school reviews of assessments as follows:

- A student seeking a review of an 'N' determination must apply to the principal by the date listed in the Higher School Certificate Events Timetable
- If the school upholds the appeal, the school advises NESAs by the date stipulated in the Higher School Certificate Events Timetable
- If the appeal is declined, the student may appeal to NESAs. NESAs's review will focus on whether the school review properly and correctly considered the matters before it
- Appeals must reach NESAs by the date stipulated in the Higher School Certificate Events Timetable. NESAs will advise students and principals of the outcome of any appeal as soon as possible after the HSC examinations

## **4 Guidelines for School-based Assessment**

The HSC Course will commence in Term 4 2021 and conclude with the HSC examinations in Term 4 2022.

Requirements for all Stage 6 courses include:

- mandatory components and weightings for both Year 11 and Year 12 courses
- capping the maximum number of formal assessment tasks to three in Year 11 and four in Year 12
- capping the number of formal written examination tasks that mimic the HSC examination to one per course, a maximum weighting of 40% for the Year 11 course and with a maximum weighting of 30% for the Year 12 course.

As a result of the COVID-19 pandemic NESAs has given campus principals the power to determine the number, type and weighting of tasks for HSC school-based assessment. (until 30 September 2021 or until this rule is revoked.)

A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time. Schools are able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.

Tests of limited scope (i.e. include a small number of content areas or topics or modules) will continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.

## 4.1 Adjustment for Students with Disability

It is a requirement, under the Disability Standards for Education 2005, for schools to ensure that students with disability can access and participate in education on the same basis as other students. Some students with additional learning needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content.

These may include:

- adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology
- adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations
- A substitute task assessing the same outcomes may be set if adjustments are not possible due to the student learning from home

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Year 11 and Year 12. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NESAs. Providing adjustment does not restrict a student's access to the full range of grades or marks.

## 4.2 School-based Assessment and Students Undertaking Life Skills courses

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student. Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

## 4.3 Assessment Notification, Submission and Feedback

Students and staff will acknowledge by signature the receipt of a notification, a submission of an assessment task and received feedback, on the class teacher's record sheet. In instances where an assessment task is communicated through a digital medium, students will need to confirm their receipt digitally, as requested by the teacher. When assessment tasks have had to be posted to a student, confirmation of receipt will be sought and recorded by the teacher.

- Students must hand in their assessment tasks to the class teacher on the due date and by the prescribed time. Assessment tasks that are in a digital medium and submitted online must follow the ICT policy (4.4)
- Students must have at least 2 weeks notice of changes to assessment schedules
- Any changes to the assessment schedules must be notified in writing to students
- Students must keep a current timetable of assessment tasks
- Parents/caregivers must be notified by letter when an assessment task is missed or zero score is awarded
- Marked assessment tasks will be returned to each student personally; where this is not possible, feedback may be communicated via online/remote learning
- If a student has concerns about the timing of assessment tasks or the task itself, this must be discussed with the teacher well in advance of the due date for the task
- There is a two week moratorium on all assessment tasks prior to any examination period observed across the college

## **Absences before an Assessment Task**

Students who take a day or timetabled periods off to prepare for assessment tasks are gaining an unfair advantage over other students. The college considers this malpractice. This will result in a zero mark unless an illness/misadventure claim is accepted.

### **Known Absences**

If a student knows that he/she will be absent for a reason deemed acceptable by the campus on the day the assessment task is to be due, the student must negotiate, prior to the due date, an alternative time with the head teacher to complete or submit the task.

### **Unexpected Absences**

The student should contact the campus on the day of the task, to explain the absence. Upon the student's return they must complete an Illness/Misadventure Appeal Application form.

For any absence it is the student's responsibility to contact the teacher responsible for administering the task, before or during the next lesson in the subject, where a task has not been completed.

The feedback for each assessment task should include:

- Mark
- Rank
- Feedback where appropriate, which may be written or oral
- Achievement of outcomes assessed

The achievement of syllabus outcomes together with information on assessment and exams will be reported on twice a year.

## **4.4 Information Communication Technology Policy**

Assessment tasks may only be submitted on a digital medium (ie: USB, email etc.), in the following cases:

- the teacher of the course has given permission to the class in writing to submit in digital form, having negotiated an appropriate file format
- the student negotiates and receives in writing, permission to submit in digital form in an agreed file format at least two weeks prior to the due date

A student may only submit in digital form if all the following are satisfied:

- the teacher believes it to be an appropriate form of submission
- the student takes responsibility for the file being in the agreed file format and medium
- the student takes responsibility for replacing digital copies for any lost/crashed data within 24 hours of a written request from the teacher

If a student submits a file that is not in the agreed file format and medium, the assignment will be deemed not to have been submitted. It is the student's responsibility to ensure this condition is satisfied.

Breakdown of a student's computer hardware will only be accepted as a reason for extension if the student submits draft notes on the due date.

## **4.5 HSC Examinations - Accommodation**

Schools must provide suitable accommodation for the HSC examinations. Accommodation must be adequately lit and ventilated and as free as possible from external noise. Accommodation for students requiring disability provisions needs particular attention.

For the health and safety of students and supervisors, this accommodation must comply with COVID-19 social and physical distancing requirements as specified by the Australian Health Protection Principal Committee (AHPPC), supported by NSW Health.

A student's home school provides the examination centre for all of his/her examinations, even if the course is studied through TAFE, another school or a private provider.

## 4.6 Examination Procedures

Examinations are conducted under conditions that are fair and equal for all students. They are used so that students can demonstrate their knowledge and understanding in a subject. The following instructions are to be followed so that all students have the best chance to show the outcomes they have achieved.

### Instructions to Students

1. Only clear containers holding equipment are to be taken into the exam room. No paper to be brought into room. All paper will be supplied
2. All bags to be placed at back of room. Please avoid bringing large bags
3. All material taken into exam room may be examined
4. Mobile phones and smart watches/devices must not be carried on your person and must be turned completely off if left in bags
5. All students are to remain in the exam room for the entire length of the exam
6. All students are to supply an ID card for roll marking. This card should include a photo of the candidate. The student's name should be clearly visible
7. If a student is absent from an exam they must follow the procedures for 'Illness and Misadventure'
8. The only food or drink permitted in exams is water in a clear bottle (unless relevant special provisions have been approved)

### Special Arrangements for Students with Disabilities

If a student has a disability that may disadvantage them in an exam situation they should contact the school counsellor, learning support teacher, deputy principal or the year adviser to seek disability provisions.

Students may need provisions for:

- Physical disabilities or impairments
- Medical conditions
- Diagnosed learning difficulties, or
- Temporary and emergency-related disabilities, e.g. broken writing arm

Disability provisions may take the form of:

- Separate supervision
- Reader and/or writer
- Additional time and/or rest breaks
- Access to computers or interpreters
- Access to necessary medical equipment, e.g. blood glucose testing equipment, food, and drink for students with diabetes

These apply only where the disability needs a practical arrangement to reduce the student's disadvantage in an exam situation.

## 4.7 Other Circumstances

The following will occur when there has been:

### Students who Change Courses

Students, who have commenced a course after the assessment period has begun, will be credited with an estimate for the missed tasks. The estimate will be based on the student's achievement in completed tasks i.e. the student will receive a mark in the missed task equivalent to that of the rank they achieve in completed tasks.

### Invalid, Unreliable Results

If the results of an assessment task are deemed to be invalid or unreliable by the teacher/head teacher, an alternative task may be set. This would only be done in extreme circumstances. Results of assessment tasks that have been completed by students will not be discarded and will be held in faculty assessment files. The task will be returned to the student.

## 5 Alternative Submission Date of Assessment Tasks

If a student is unable to undertake an assessment task due to Australian or NSW Government COVID-19 (Novel Coronavirus) restrictions, this would meet the college's criteria for Illness/Misadventure or Unforeseen Circumstances. Students may apply for late submission, extension of an assessment task date or special consideration in the following circumstances:

### 5.1 Illness

If a student is applying for an extension to an assessment task due to illness, and the teacher considers the student to have a valid reason, the principal may decide that an extension of time may be granted or a mark may be awarded based on a substitute task. Students must apply for an extension on the day of their return after an illness.

If students are applying for an extension due to illness the following process must be followed:

- The teacher/head teacher is to be kept informed as soon as students are aware of events/illness that may affect their performance/completion of the task
- Complete the Illness/Misadventure Appeal Application form and attach any supporting documentation (Forms are available from the subject head teacher)
- The head teacher must sight all work completed to that date, demonstrating the progress the student has made
- Submit the form to the head teacher of the subject to complete. The head teacher will make a decision in consultation with the principal if appropriate. If the application is approved the head teacher will either:
  - Allow the student to do the same task, if applicable or,
  - Allow the student to do a suitable replacement task or,
  - In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence

Failure to apply for an extension on the day of return from an illness will lead to a zero for that task.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

## 5.2 Misadventure or Unforeseen Circumstance

There must be a valid reason in order to apply for an extension to an assessment task. In such cases the following process must be followed:

- The teacher/head teacher is to be kept informed as soon as students are aware of events or circumstances that may affect their performance/completion of the task
- The head teacher must sight all work completed to that date, demonstrating the progress the student has made
- Student to discuss the reason with the head teacher of the subject and complete the Illness/Misadventure Appeal Application stating the reason why an extension or alternative date is sought and attach any supporting documentation. Forms are available from the subject head teacher
- Submit the form to the head teacher of the subject to complete. The head teacher will make a decision in consultation with the principal if appropriate
- If approved, the principal will notify the head teacher of the subject who will either:
  - Allow the student to do the same task, if applicable, or
  - Allow the student to do a suitable alternative task, or
  - In exceptional circumstances (eg where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence.

Submitting an application for a late assessment does not necessarily mean that an extension will be granted.

The student will be informed of the outcomes of the illness/misadventure appeal within two weeks of it being submitted.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

## 5.3 Managing the Impact of School Endorsed Activities

This section includes including pertaining to work placement, TAFE mandatory tasks, sporting representation, debating, and public speaking.

If a student is involved in a school endorsed activity, it is their responsibility to complete, by the set date, any assessment tasks that may be due in their absence. They must see the teacher/s involved as soon as they are aware of these commitments and negotiate a solution if the task is an in-class activity or exam. Any hand-in assessment task will be expected on the due date or before.

For work placement, the course teacher will supply a document that must be signed by all class teachers acknowledging the absence. This will give the student an opportunity to speak to all class teachers about work that may be missed and assessment task issues. It is the student's responsibility to catch up on any work missed.

Being involved in a school endorsed activity is not a reason for late assessment. Being able to manage these commitments successfully requires careful forward planning by the student and communication with the teachers involved. It is essential that teachers are aware of students' progress and work efforts and they must be informed of impending absence prior to any school endorsed activity.

In the case of a suspension the student must indicate to the principal, upon being suspended, if they will miss any assessment tasks during the suspension period. If a student is on suspension at the time when an assessment item is due, it remains the student's responsibility to ensure that this task is submitted on the due date. On all such occasions, submission of the task is to be organised through the front office – the student is not to go directly to the course teacher as students are excluded from the school grounds when on suspension. If, however, the nature of the assessment item requires the student's attendance on the grounds for a set period of time (e.g. listening exercise, class test, presentation or speech), then the completion of this assessment item on the due date is at the discretion of the principal, and in negotiation with the relevant head teacher. Where appropriate, a student may be asked to complete the task upon return from suspension. Under no circumstances does suspension from school entitle a student to submit an assessment item after the due date, nor entitle a student to additional time in which to complete an item.

## 5.4 Other Circumstances

### Absences from School with No Acceptable Explanation

This will result in a zero mark being recorded. The assessment task however must still be attempted in order for course outcomes assessment to be completed.

### An Absence from School when Task/Calendar is Handed Out

The schedule of tasks/calendar will be posted in a prominent position (e.g. the main teaching room, senior study room, student notice board, etc.), for all students studying the course. Students are expected to consult the schedule of tasks regularly and to keep a current timetable of assessment tasks. This will also be shared to students through the agreed online/remote learning platform. Following an absence, a student must consult the subject teacher and the posted schedule of tasks to ensure the student's calendar remains accurate.

### Non-completed Tasks

If the progress of a task is interrupted (e.g. by a fire), then this task is to be abandoned and an alternative task may be scheduled.

### Disputes/Problems

Any dispute/problem arising out of late submission of any task or absence from a task, will be resolved by a committee consisting of the principal (or nominee), deputy principal and a head teacher from outside the Key Learning Area concerned.

## 6 Assessment Appeals

### 6.1 School-based Assessment Appeals

Students who wish to challenge aspects of their assessment for a course, should immediately lodge their grievance with the appropriate subject head teacher, who will notify the School Assessment Appeals Panel.

For the purpose of reviewing assessment marking/ranking, a School Assessment Appeals Panel will be established comprising:

- the principal or nominee
- the deputy principal
- an independent head teacher

The School Review must ensure that

- assessment was in accordance with college and NESAs policies/procedures
- There are no computational or clerical errors

A student seeking a review must make the request within two days of the task being returned. A student has five school days to lodge an appeal in relation to an assessment task review. The appeal will be conducted by the School Assessment Appeals Panel. Students may appeal to NESAs for further review of school assessment procedures for HSC assessments.

### 6.2 VET Frameworks and TAFE Courses Appeals

Students have access to an appeal process if they feel in any way dissatisfied with the assessment process. Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between student and assessor(s). Both sides of the story can be shared and any misunderstandings clarified. If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the principal clearly stating the grounds for the appeal. Appeals must be lodged within five days from the date of the assessment.



Appeal submissions are recorded by the school which then asks an appeals panel to review the assessment process to confirm whether or not there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views before reaching a decision.

If the student appeal is upheld, the Registered Training Organisation (RTO) arranges a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the trainee has the right to lodge a further appeal with Tamworth RTO. When this next course of action is taken, all assessment records and details of the appeal process need to be made available to the training authority to assist their deliberations.

## **7 Cheating and Plagiarism**

### **7.1 What is Cheating in HSC Assessment?**

Cheating is any dishonest behaviour which gives a student an unfair advantage over others. What constitutes cheating during examinations and tests is generally well understood by students, but there are other types of behaviours which are considered to be cheating. Some of these include:

- Downloading an assignment from an online source and submitting it as student's own work
- Buying, stealing or borrowing an assignment and submitting it as student's own work
- Copying a section of a book or an article and submitting it as student's own work
- Quoting from a source 'word for word', without using quotation marks
- Copying, cutting and pasting text from an electronic source and submitting it as student's own work
- Using the words of someone else and presenting them as student's own
- Using significant ideas from someone else and presenting them as student's own

Most of the above actions can be jointly described as plagiarism.

### **7.2 What is Plagiarism?**

Plagiarism is an act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or source. (Creative works may include published and unpublished written documents, interpretations, computer software, designs, music, sounds, images, photographs, and ideas gained through working with another person or in a group. These works may be in print and/or electronic media.)

Collusion is a form of plagiarism that can occur as a result of inappropriate collaboration during group work. An example of collusion would be if you helped out a friend and let him copy your most recent assignment, even if you remind him to change the words to make it look like his own before he hands it in.

#### **The Internet and Plagiarism**

The internet is a valuable source of information and an effective research tool. However, because electronic information is easily available does not make it 'free'. Information you find online should be referenced just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way as other, print based, information.

Sometimes a student might accidentally plagiarise. This is usually the result of a lack of academic writing skills, inexperience, sloppy note taking, or a combination of these. It is important that students learn and follow the rules for the acknowledgement of written works for their individual subjects.

### **7.3 General Principles for Acknowledgement**

In all written work submitted for assessment students must show the sources of their material. The principle is that whenever submitted material is not the student's own original work, must be acknowledged. To present material without acknowledgement is in effect to claim that it represents the student's own work and ideas.

### **7.4 Common Knowledge**

Students sometimes have difficulty knowing where the need for acknowledgement of works starts and finishes. The principle of common knowledge is worth understanding.

Common knowledge consists of information from a field of study as well as common-sense observations. Standard information includes, for instance, the major facts of history. The dates of the first World War (1914-1918) and the fact that the ANZACs landed on the Gallipoli Peninsula on 25th April 1915 – both are facts available in many reference books – do not need to be acknowledged, even if you have to look up the information. Folk literature, which is popularly known and cannot be traced to particular writers, is considered common knowledge. This would include nursery rhymes, fairy tales, and any stories from the oral tradition of literature. Even if you read these things in printed form, documentation is not needed.

A common-sense observation, such as the idea that weather affects people's spirits does not require acknowledgement. But a scientist's findings about the effects of high humidity on people with blood pressure, will require acknowledgement.

Students may use common knowledge as their own, even if they have to look it up in a reference book. For example, a student may not know the dates of the French Revolution or the standard definition of photosynthesis, although these are considered common knowledge. If the student looks them up in a dictionary or reference book, they do not need to acknowledge the source.

### **7.5 Knowing What to Acknowledge**

When writing a research essay, students may use information from three kinds of sources:

- their independent thoughts and experiences
- common knowledge, the basic information people share and
- other people's independent thoughts and experiences

Of the three, only the third must be acknowledged, the works of others. Teachers will speak to students about how they want the works of others acknowledged.

### **7.6 How Cheating and Plagiarism in School Assessment Tasks will be Dealt With**

Staff at The Rivers Secondary College expect that submitted assessment tasks will be the independent work of that student, and that they have written their response in their own words. As indicated, where there is proven dishonesty the following will occur:

- Copied assignments will be given a zero
- If student A copies student B's assignment, both students may get zero
- Assignments copied in whole or large part from books or articles will receive zero

The same essay may not be submitted for assessment in two different subjects.

## **8 Who to Contact**

Further advice or clarification can be obtained from:

- The head teacher of subjects
- Careers advisor/NESA contact
- Rivers coordinator
- Head teacher college
- Deputy principal
- NESA Liaison Officer – Heidi O'Brien

## 9 Forms



**THE RIVERS**  
SECONDARY COLLEGE

*The heart of secondary education for Lismore*

### Assessment Task Notification

### Lismore High Campus

*Teacher use*

Students – Please note that all assessment tasks should have this format for the front cover of a task.

<b>Task Number</b>		<b>Task Name</b>	
<b>Course</b>		<b>Faculty</b>	
<b>Teacher</b>		<b>Head Teacher</b>	
<b>Issue date</b>		<b>Due date</b>	
<b>Focus (Topic)</b>		<b>Task Weighting</b>	

#### Outcomes

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#### Task description

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#### Marking Guidelines

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## Illness/Misadventure Appeal - Application Form

Students may lodge an illness/misadventure appeal application if they believe that circumstances occurring immediately before or during an assessment task and which were beyond their control, diminished their performance, lead to their non-attendance or a late submission of an assessment task. Applications may be in respect of:

- illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in an assessment task (e.g. influenza, an asthma attack, a cut hand)
- misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in an assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood) NB. The NESA Illness/Misadventure process is to be used for HSC examinations

**Please complete this form and return to the head teacher of the subject**

Student name: _____		Year group: _____
Subject: _____	Class teacher: _____	
Type of task: _____	Head teacher: _____	
Date of task: _____	Appeal applications for a Shared Curriculum subject must be returned to the head teacher at the campus where the subject is delivered.	
Nature of application ( <i>please circle</i> ):		
<b>Extension- late assessment</b>	<b>Absence from assessment task</b>	<b>Special consideration</b>
Basis of appeal ( <i>please circle</i> ):	<b>Illness</b>	<b>Misadventure</b>
Reasons for this application including the date, time and duration of illness or misadventure. ( <i>continue on separate sheet as required, including all supporting documentation</i> )		
_____		
_____		
In the event of making an appeal application for multiple assessment tasks, please include details of all tasks in the same time period. Return this form and all documentation and/or medical certificate to your home campus deputy principal who will liaise with any host campus where applicable		
_____ Date: _____	_____ Date: _____	
Student signature	Parent signature	

Head teacher comment and recommendation: _____		
_____		
	_____	_____
	Head teacher signature	Date:
Principal's determination: _____		
_____		
	_____	_____
	Principal signature	Date:
Appeal Upheld	Appeal Declined	
Outcome discussed with student	Signed: _____	Date: _____
Outcome recorded in Sentral	Signed: _____	Date: _____



# THE RIVERS SECONDARY COLLEGE

## Assessment Task Cover Sheet

This cover sheet is to be completed by the student and securely attached to the front of all submitted assessment tasks (or components of assessment tasks), completed outside class time. It is the student's responsibility to **complete the details; to sign the declaration; to ensure that a staff member signs the receipt on the bottom of this page, and to detach and retain the receipt** until completion of the marking process.

Student name: _____	Home campus: _____
Subject: _____	Teacher's name: _____
Task title: _____	
Number of pages: _____	Date submitted: _____

In signing this declaration you are acknowledging that this submitted work is your own, and that any contribution from other sources such as text books, other published works, literary articles, sources on the internet, past or fellow students' work etc., has been properly acknowledged. Students are referred to advice overleaf, and that contained in the Assessment Guidelines documentation distributed at the commencement of the course.

<b>Declaration</b>	
<b><i>Except where appropriately acknowledged, I verify that this assessment task is my own work, and that it has been written and/or expressed in my own words. I also verify that this work has not been previously submitted by me or any other student in this or any other subject, either this year, or in years past.</i></b>	
_____	_____
<b>Student's signature</b>	<b>Date</b>

✂ .....

**Assignment Receipt: Retain this receipt as proof of the submission of your task.**

Student name:	Subject:
Description of task:	
Accepting teacher signature:	Date:

# 10 LHC Assessment Schedules – HSC 2022 – Amended Versions

## Year 12 Agriculture Assessment Schedule – Amended Version

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

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

Task Number	Task 1	Task 2 NEW TIMING	Task 3 REMOVED	Task 4	
Nature of Task	Plant/Animal Production	Farm Product Study	Elective Topic	Trial HSC Exam	
Timing	Term 4, Week 10	Term 2, Week 10	Term 2, Week 10	Term 3, Week 4-5	
Outcomes Assessed	H1.1, H2.1, H2.2	H3.3, H3.2, H3.3, H3.4	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.4, H5.1	
Component					Weighting
Knowledge and understanding of course content	5	10	10	15	30
Knowledge, understanding and skills required to manage agricultural production systems	5	15	5	15	35
Skills in effective research, experimentation and communication	5		15		5
<b>Total</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>70</b>



## Year 12 Ancient History Assessment Schedule – Amended Version

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING

A student:

**AH12-1** accounts for the nature of continuity and change in the ancient world

**AH12-2** proposes arguments about the varying causes and effects of events and developments

**AH12-3** evaluates the role of historical features, individuals and groups in shaping the past

**AH12-4** analyses the different perspectives of individuals and groups in their historical context

**AH12-5** assesses the significance of historical features, people, places, events and developments of the ancient world

#### SKILLS

A student:

**AH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument

**AH12-7** discusses and evaluates differing interpretations and representations of the past

**AH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

**AH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**AH12-10** analyses issues relating to the ownership, custodianship and conservation of the ancient past

Task Number	Task 1	Task 2 REMOVED	Task 3	Task 4	
Nature of Task	<b>Research Task – Cities of Vesuvius</b>	<b>In Class Test – Ancient Society: Spartan Society</b>	<b>Prepared Essays – Ancient Personality: Xerxes</b>	<b>Trial HSC Exam</b>	
Timing	Term 4, Week 7	Term 1, Week 6	Term 2, Week 7	Term 3, Week 4-5	
Outcomes Assessed	AH12-4, AH12-6, AH12-8	AH12-2, AH12-3, AH12-9	AH12-4, AH12-8, AH12-9	AH12-1, AH12-5, AH12-7, AH12-9	
Component					Weighting
Knowledge and understanding of course content	5	15	10	10	<b>25</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	<b>15</b>
Historical inquiry and research	10		10		<b>20</b>
Communication of historical understanding in appropriate forms	10		5	5	<b>20</b>
<b>Total</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>80</b>

## Year 12 Biology Assessment Schedule – Amended Version

### Outcomes

#### SKILLS

A student:

**BIO12-1** develops and evaluates questions and hypotheses for scientific investigation

**BIO12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**BIO12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**BIO12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**BIO12-5** analyses and evaluates primary and secondary data and information

**BIO12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**BIO12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

#### KNOWLEDGE AND UNDERSTANDING

A student:

**BIO12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

**BIO12-13** explains natural genetic change and the use of genetic technologies to induce genetic change

**BIO12-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

**BIO12-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Task Number	Task 1	Task 2 REMOVED	Task 3	Task 4	
Nature of Task	DNA Models	Depth Study – Genetic Disorders	Practical Assessment – Infectious Disease	Trial HSC Exam	
Timing	Term 4, Week 5	Term 1, Week 5	Term 2, Week 6	Term 3, Week 4-5	
Outcomes Assessed	BIO12-3, BIO12-6, BIO12-12	BIO12-1, BIO12-4, BIO12-6, BIO12-7, BIO12-13	BIO12-2, BIO12-3, BIO12-14	BIO12-6, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
Component					Weighting
Skills in working scientifically	10	25	15	10	35
Knowledge and understanding of course content	10	5	5	20	35
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>70</b>

## Year 12 Business Studies Assessment Schedule – Amended Version

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING

A student:

**H1** critically analyses the role of business in Australia and globally

**H2** evaluates management strategies in response to changes in internal and external influences

**H3** discusses the social and ethical responsibilities of management

**H4** analyses business functions and processes in large and global businesses

**H5** explains management strategies and their impact on businesses

**H6** evaluates the effectiveness of management in the performance of businesses

#### SKILLS

A student:

**H7** plans and conducts investigations into contemporary business issues

**H8** organises and evaluates information for actual and hypothetical business situations

**H9** communicates business information, issues and concepts in appropriate formats

**H10** applies mathematical concepts appropriately in business situations

Task Number	Task 1	Task 2 REMOVED	Task 3	Task 4	
Nature of Task	<b>Report - Research &amp; Analysis of Operations in two global businesses</b> <i>(one Australian)</i>	<b>Global Business Marketing Analysis and Research Report</b>	<b>Financial Management</b> In class test	<b>Trial HSC Exam</b>	
Timing	Term 4, Week 9	Term 1, Week 7	Term 2, Week 9	Term 3, Week 4-5	
Outcomes Assessed	H1, H4, H7, H9	H2, H3, H4, H7, H8, H9	H2, H5, H8, H10	H1, H2, H3, H4, H5, H6, H9, H10	
Component					Weighting
Knowledge and understanding of course content	5	10	5	20	<b>30</b>
Stimulus-based skills	5	5	5	5	<b>15</b>
Inquiry and research	5	10	5		<b>10</b>
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	<b>15</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>70</b>

## Year 12 Chemistry Assessment Schedule – Amended Version

### Outcomes

#### SKILLS

A student:

**CH12-1** develops and evaluates questions and hypotheses for scientific investigation

**CH12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**CH12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**CH12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**CH 12-5** analyses and evaluates primary and secondary data and information

**CH12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**CH12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

#### KNOWLEDGE AND UNDERSTANDING

A student:

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

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

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

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

Task Number	Task 1	Task 2 REMOVED	Task 3	Task 4	
Nature of Task	<b>In Class Test – Equilibrium &amp; Acid Reactions</b>	<b>Depth Study: Module 7</b>	<b>Practical Assessment – Heat of Combustion</b>	<b>Trial HSC Exam</b>	
Timing	Term 4, Week 9	Term 1, Week 7	Term 2, Week 7	Term 3, Week 4-5	
Outcomes Assessed	CH12-5, CH12-6, CH12-12	CH12-1, CH12-4, CH12-5, CH12-7, CH12-13	CH12-2, CH12-3, CH12-5, CH12-14	CH12-6, CH12-12, CH12-13, CH12-14, CH12-15	
Component					Weighting
Skills in working scientifically	10	25	15	10	<b>35</b>
Knowledge and understanding of course content	10	5	5	20	<b>35</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>70</b>

## Year 12 Community and Family Studies (CAFS) Assessment Schedule – Amended Version

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

**H1.1** analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

**H2.1** analyses different approaches to parenting and caring relationships

**H2.2** evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

**H2.3** critically examines how individual rights and responsibilities in various environments contribute to wellbeing

**H3.1** analyses the sociocultural factors that lead to special needs of individuals in groups

**H3.2** evaluates networks available to individuals, groups and families within communities

**H3.3** critically analyses the role of policy and community structures in supporting diversity

**H3.4** critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

**H4.1** justifies and applies appropriate research methodologies

**H4.2** communicates ideas, debates issues and justifies opinions

**H5.1** proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

**H5.2** develops strategies for managing multiple roles and demands of family, work and other

**H6.1** analyses how the empowerment of women and men influences the way they function within society

**H6.2** formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

**7.1** appreciates differences among individuals, groups and families within communities and values their contributions to society

**7.2** develops a sense of responsibility for the wellbeing of themselves and others

**7.3** appreciates the value of resource management in response to change

**7.4** values the place of management in coping with a variety of role expectations

Task Number	Task 1	Task 2 REMOVED	Task 3 NEW TIMING	Task 4	
Nature of Task	Parenting & Caring in class essay	Research Methodology Independent Research Project	Groups in Context Research Task	Trial HSC Exam	
Timing	Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Week 4-5	
Outcomes Assessed	H2.1, H2.2, H3.4, H4.2, H7.1, H7.2, H7.3, H7.4	H4.1, H4.2, H6.1	H1.1, H3.1, H3.3, H5.1, H6.2	H3.2, H3.3, H3.4, H4.2, H5.1, H5.2, H6.1	
Component					Weighting
Knowledge and understanding of course content	10	8	12	10	32
Skills in critical thinking, research methodology, analysing and communicating	15	12	18	15	48
<b>Total</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>80</b>

## Year 12 Drama Assessment Schedule – Amended Version

### Outcomes

#### MAKING

A student:

**H1.1** uses acting skills to adopt and sustain a variety of characters and roles

**H1.2** uses performance skills to interpret and perform scripted and other material

**H1.3** uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works

**H1.4** collaborates effectively to produce a group-devised performance

**H1.5** demonstrates directorial skills

**H1.6** records refined group performance work in appropriate form

**H1.7** demonstrates skills in using the elements of production

**H1.8** recognises the value of the contribution of each individual to the artistic effectiveness of productions

**H1.9** values innovation and originality in group and individual work

#### PERFORMING

A student:

**H2.1** demonstrates effective performance skills

**H2.2** uses dramatic and theatrical elements effectively to engage an audience

**H2.3** demonstrates directorial skills for theatre and other media

**H2.4** appreciates the dynamics of drama as a performing art

**H2.5** appreciates the high level of energy and commitment necessary to develop and present a performance

#### CRITICALLY STUDYING

A student:

**H3.1** critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements

**H3.2** analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses

**H3.3** demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

**H3.4** appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies

**H3.5** appreciates the role of the audience in various dramatic and theatrical styles and movements

Task Number	Task 1	Task 2 REMOVED	Task 3	Task 4	
Nature of Task	<b>Presentation</b> Individual Project Development	<b>Performance</b> Theatre Showcase Australian Theatre & Approaches to Acting	<b>Performance</b> Group Project Development	<b>Performance &amp; Trial HSC Exam</b>	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9	Term 3, Week 4-5	
Outcomes Assessed	H1.3, H1.7, H2.2, H3.2	H1.1, H1.2, H1.7, H2.3, H3.3	H1.3, H1.4, H1.5, H1.6, H2.1	H2.1, H2.2, H3.1, H3.2, H3.3	
Component					Weighting
Making	10	15	15		<b>25</b>
Performing	5	5	5	15	<b>25</b>
Critically Studying	5	10		15	<b>20</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>70</b>

## Year 12 English Advanced Assessment Schedule – Amended Version

### Outcomes

#### KNOWLEDGE, UNDERSTANDING AND SKILLS

A student:

**EA12-1** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EA12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**EA12-3** critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

**EA12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

**EA12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

**EA12-6** investigates and evaluates the relationships between texts

**EA12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

**EA12-8** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

**EA12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Task Number	Task 1	Task 2 REMOVED	Task 3	Task 4	
Nature of Task	<b>Portfolio of tasks Common module</b> – including related material Texts & Human Experiences	<b>Interview Transcript – Textual Conversations</b> <i>(Craft of Writing 10%)</i>	<b>Multimodal Presentation – Critical Study of Literature</b> <i>(Craft of Writing 10%)</i>	<b>Trial HSC Exam Common Module Module A Module B</b> <i>(Craft of Writing 5%)</i>	
Timing	Term 4, Week 10	Term 1, Week 8	Term 2, Week 6	Term 3, Week 4-5	
Outcomes Assessed	EA12-1, EA12-2 EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-4	EA12-1, EA12-3, EA12-4, EA12-5, EA12-8, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	
Component					Weighting
Knowledge and understanding of course content	15	10	15	10	<b>40</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	<b>40</b>
<b>Total</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>80</b>

## Year 12 English Standard Assessment Schedule – Amended Version

### Outcomes

#### KNOWLEDGE, UNDERSTANDING AND SKILLS

A student:

**EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

**EN12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

**EN12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

**EN12-6** investigates and explains the relationships between texts

**EN12-7** explains and evaluates the diverse ways texts can represent personal and public worlds

**EN12-8** explains and assesses cultural assumptions in texts and their effects on meaning

**EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Task Number	Task 1	Task 2 REMOVED	Task 3	Task 4	
Nature of Task	<b>Portfolio of Tasks Common module –</b> Including related material Texts & Human Experiences	<b>Writing Task</b> Language, Identity & Culture <i>(Craft of writing 10%)</i>	<b>Multimodal Presentation</b> Close Study of Literature <i>(Craft of writing 10%)</i>	<b>Trial HSC Exam</b> Common Module Module A Module B <i>(Craft of writing 5%)</i>	
Timing	Term 4, Week 10	Term 1, Week 8	Term 2, Week 6	Term 3, Week 4-5	
Outcomes Assessed	EN12-1, EN12-2, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-4	EN12-1, EN12-3, EN12-4, EN12-5, EN12-8, EN12-9	EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
Component					Weighting
Knowledge and understanding of course content	15	10	15	10	<b>40</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	<b>40</b>
<b>Total</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>80</b>



## Year 12 English Studies Assessment Schedule

### Outcomes

#### KNOWLEDGE, UNDERSTANDING AND SKILLS

A student:

**ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

**ES12-2** identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

**ES12-3** accesses, comprehends and uses information to communicate in a variety of ways

**ES12-4** composes proficient texts in different forms

**ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

**ES12-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

**ES12-7** represents own ideas in critical, interpretive and imaginative texts

**ES12-8** understands and explains the relationships between texts

**ES12-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

**ES12-10** monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Task Number	Task 1	Task 2 REMOVED	Task 3	Task 4	
Nature of Task	<b>Opinion Piece incorporating related material</b> Common module – Texts & Human Experience Billy Elliot	<b>Multimodal Presentation</b> Elective – English in Sport	<b>Portfolio of classwork</b> All modules On the road	<b>Reading &amp; Writing in class task using set text &amp; unseen material</b> Elective – The Big Screen <u>OR</u> <b>Trial HSC Exam (ATAR Only)</b> Module K	
Timing	Term 4, Week 10	Term 1, Week 4 <i>Had been rescheduled to T1 Wk9</i>	Term 2, Week 10	Term 3, Week 4-5	
Outcomes Assessed	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	
Component					Weighting
Knowledge and understanding of course content	15	10	10	15	<b>40</b>
Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>	10	15	15	10	<b>35</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>75</b>

## Year 12 Food Technology Assessment Schedule – Amended Version

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

- H1.1** explains manufacturing processes and technologies used in the production of food products
- H1.2** examines the nature and extent of the Australian food industry
- H1.3** justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4** evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
- H2.1** evaluates the relationship between food, its production, consumption, promotion and health
- H3.1** investigates operations of one organisation within the Australian food industry
- H3.2** independently investigates contemporary nutrition issues
- H4.1** develops, prepares and presents food using product development processes
- H4.2** applies principles of food preservation to extend the life of food and maintain safety
- H5.1** develops, realises and evaluates solutions to a range of food situations

Task Number	Task 1	Task 2 NEW TIMING	Task 3	Task 4	
Nature of Task	Food Industry Report	Food Manufacture Experiment and Preparation	Contemporary Nutritional Issues Investigation	Trial HSC Exam	
Timing	Term 1, Week 2	Term 2, Week 3	Term 3, Week 1	Term 3, Week 4-5	
Outcomes Assessed	H1.2, H1.4, H3.1	H1.1, H1.3, H4.2	H2.1, H3.2, H4.1, H5.1	H1.1, H1.3, H1.4, H2.1, H4.2, H5.1	
Component					Weighting %
Knowledge and understanding of course content	10		5	25	40
Knowledge and skills in designing, researching, analysing and evaluating	10	5	10	5	30
Skills in experimenting with and preparing food by applying theoretical concepts		20	10		30
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Year 12 Mathematics Advanced Assessment Schedule – Amended Version

### Outcomes

KNOWLEDGE, UNDERSTANDING AND SKILLS

A student:

**MA12-1** uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

**MA12-2** models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

**MA12-3** applies calculus techniques to model and solve problems

**MA12-4** applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

**MA12-5** applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

**MA12-6** applies appropriate differentiation methods to solve problems

**MA12-7** applies the concepts and techniques of indefinite and definite integrals in the solution of problems

**MA12-8** solves problems using appropriate statistical processes

**MA12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

**MA12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Task Number	Task 1	Task 2 NEW TIMING	Task 3 REMOVED	Task 4	
Nature of Task	Referral Notes Test	Investigation	Open Book Test	Trial HSC Exam	
Timing	Term 4, Week 10	Term 2, Week 9	Term 2, Week 9	Term 3, Week 4-5	
Outcomes Assessed	MA12-1, MA12-4, MA12-5	MA12-8, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-7	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10	
Component					Weighting
Understanding, fluency and communication	10	20	5	15	<b>45</b>
Problem-solving, reasoning and justification	10	10	15	15	<b>35</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>80</b>

## Year 12 Mathematics Extension 2 Assessment Schedule – Amended Version

### Outcomes

KNOWLEDGE, UNDERSTANDING AND SKILLS

A student:

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

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

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

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

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

**MEX12-6** uses mechanics to model and solve practical problems

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

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

Task Number	Task 1	Task 2 REMOVED	Task 3	Task 4	
Nature of Task	In-Class Test Reference Sheet	Take-Home Assignment	In-Class Test Closed Book	Trial HSC Exam	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 4-5	
Outcomes Assessed	MEX12-1, MEX12-2, MEX12-4, MEX12-7	MEX12-3, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-5	All	
Component					Weighting
Concepts, skills and techniques	10	15	10	15	50
Reasoning and Communication	10	15	10	15	50
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Year 12 Mathematics Standard 1 Assessment Schedule – Amended Version

### Outcomes

#### KNOWLEDGE, UNDERSTANDING AND SKILLS

A student:

**MS1-12-1** uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

**MS1-12-2** analyses representations of data in order to make predictions and draw conclusions

**MS1-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness

**MS1-12-4** analyses simple two-dimensional and three-dimensional models to solve practical problems

**MS1-12-5** makes informed decisions about financial situations likely to be encountered post-school

**MS1-12-6** represents the relationships between changing quantities in algebraic and graphical forms

**MS1-12-7** solves problems requiring statistical processes

**MS1-12-8** applies network techniques to solve network problems

**MS1-12-9** chooses and uses appropriate technology effectively and recognises appropriate times for such use

**MS1-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Task Number	Task 1	Task 2 REMOVED	Task 3	Task 4	
Nature of Task	<b>In class test</b> Summary & Annotated Formula Sheet F1, F2, M4	<b>In class test</b> Question bank of MC, Marking student's worked solutions A3, F3, M4	<b>Assignment – Scale Drawing House Plans</b> M3, M5	<b>Trial HSC Exam</b> A3, M3, M4, M5, F2, F3, S3, N1	
Timing	Term 4, Week 10	Term 1, Week 6	Term 2, Week 10	Term 3, Week 4-5	
Outcomes Assessed	MS1-12-1, MS1-12-3, MS1-12-5, MS1-12-10	MS1-12-1, MS1-12-5, MS1-12-6	MS1-12-3, MS1-12-4, MS1-12-9	All	
Component					Weighting
Understanding, fluency and communication	15	10	10	15	<b>40</b>
Problem solving, reasoning and justification	15	10	10	15	<b>40</b>
<b>Total</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>80</b>

## Year 12 Mathematics Standard 2 Assessment Schedule – Amended Version

### Outcomes

#### KNOWLEDGE, UNDERSTANDING AND SKILLS

A student:

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

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

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

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

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

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

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

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

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

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

Task Number	Task 1	Task 2 REMOVED	Task 3 NEW TIMING	Task 4	
Nature of Task	<b>Open Book Task</b> Investment and Loans, Annuities F4, M7	<b>In class test</b> Question bank of MC, Bivariate Data and Normal Distribution A4, F4, F5	<b>Assignment – Non-right trig &amp; Scale Summary Booklet with Investigation Questions</b> M6, M7	<b>Trial HSC Exam</b> A4, M6, M7, F4, F5, S4, S5, N2, N3	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 8	Term 3, Week 4-5	
Outcomes Assessed	MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-9	All	
Component					Weighting
Understanding, fluency and communication	15	10	10	15	40
Problem solving, reasoning and justification	15	10	10	15	40
<b>Total</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>80</b>

## Year 12 Music 1 Assessment Schedule – Amended Version

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING AND SKILLS

Through activities in performance, composition, musicology and aural, a student:

**H1** performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

**H2** reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

**H3** improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

**H4** articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

**H5** critically evaluates and discusses performances and compositions

**H6** critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

**H7** understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

**H8** identifies, recognises, experiments with, and discusses the use and effects of technology in music

**H9** performs as a means of self-expression and communication

**H10** demonstrates a willingness to participate in performance, composition, musicology and aural activities

**H11** demonstrates a willingness to accept and use constructive criticism

Task Number	Task 1	Task 2 REMOVED	Task 3	Task 4	
Nature of Task	<b>Musicology Viva</b> <b>Voce Performance</b> Core	<b>Aural Skills Exam</b> One elective	<b>Composition draft</b> Core & Elective	<b>Trial HSC Exam</b> Aural Skills paper & Elective VivaVoce/ Performance/ Portfolio/ Composition	
Timing	Term 4, Week 9	Term 1, Week 8	Term 2, Week 9	Term 3, Week 4-5	
Outcomes Assessed	H2, H4, H5, H6, H7, H9, H11	H1, H4, H6, H10	H3, H5, H7, H8, H9, H11	H1, H2, H3, H4, H5, H6, H6, H7, H8, H9, H10, H11	
Component					Weighting
Performance	10				<b>10</b>
Composition			10		<b>10</b>
Musicology	10				<b>10</b>
Aural		10		15	<b>15</b>
Electives		15	15	15	<b>30</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>75</b>

## Year 12 Personal Development, Health and Physical Education (PDHPE) Assessment Schedule – Amended Version

### Outcomes

#### KNOWLEDGE, UNDERSTANDING AND SKILLS

A student:

**H1** describes the nature and justifies the choice of Australia’s health priorities

**H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk

**H3** analyses the determinants of health and health inequities

**H4** argues the case for health promotion based on the Ottawa Charter

**H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities

**H6** demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)

**H7** explains the relationship between physiology and movement potential

**H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

**H9** explains how movement skill is acquired and appraised

**H10** designs and implements training plans to improve performance

**H11** designs psychological strategies and nutritional plans in response to individual performance needs

**H12** analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)

**H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)

**H14** argues the benefits of health-promoting actions and choices that promote social justice

**H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

**H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts

**H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Task Number	Task 1	Task 2 REMOVED	Task 3	Task 4	
Nature of Task	<b>Topic Test &amp; Scenario</b> Management Procedures & Rehabilitation (Option 3)	<b>Research Task</b> Design and Analysis of Athlete’s Training Program (Core 2)	<b>Media Stimulus</b> Media and Health Promotion (Core 1)	<b>Trial HSC exam</b> (ALL including Option 4)	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4-5	
Outcomes Assessed	H8, H11, H16, H17	H8, H10, H11, H17	H1, H2, H3, H4, H5, H14, H15	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Component					Weighting
Knowledge and understanding of course content	10	10	10	10	<b>30</b>
Skills in critical thinking, research, analysis and communicating	10	20	20	10	<b>40</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>70</b>



## Year 12 Photography Assessment Schedule – Amended Version

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

**M1** generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

**M2** explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

**M3** investigates different points of view in the making of photographs and/or videos and/or digital images

**M4** generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

**M5** develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

**M6** takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

**CH1** generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

**CH2** investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

**CH3** distinguishes between different points of view and offers interpretive accounts in critical and historical studies

**CH4** explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

**CH5** recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Task Number	Task 1	Task 2 REMOVED	Task 3	Task 4	
Nature of Task	Photography in the media	Frames focus practical and Case study	Proposal and experimentation for IP and Research on photographer of choice	Yearly exam and Individual Project	
Timing	Term 4, Week 9	Term 1, Week 7	Term 2, Week 8	Term 3, Week 4-5	
Outcomes Assessed	M4, CH2, CH5	M6, M3, CH4	M2, M5, CH4	M1, CH1, CH3	
Component					Weighting
Making	20	15	15	20	55
Critical and historical studies	5	10	5	10	20
<b>Total</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>75</b>

## Year 12 Society and Culture Assessment Schedule – Amended Version

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING

A student:

- H1** evaluates and effectively applies social and cultural concepts
- H2** explains the development of personal, social and cultural identity
- H3** analyses relationships and interactions within and between social and cultural groups
- H4** assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5** analyses continuity and change and their influence on personal and social futures
- H6** evaluates social and cultural research methods for appropriateness to specific research tasks

#### SKILLS (ETHICAL RESEARCH)

- H7** selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8** uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex

#### SKILLS (COMMUNICATION)

- H9** applies complex course language and concepts appropriate for a range of audiences and contexts
- H10** communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Task Number	Task 1	Task 2 REMOVED	Task 3 NEW NATURE OF TASK	Task 4	
Nature of Task	<b>Social and Cultural Continuity &amp; Change Oral Presentation</b>	<b>Belief Systems and Ideologies Essay</b>	<b>Belief Systems and Ideologies Essay</b>	<b>Trial HSC Exam</b>	
Timing	Term 4, Week 7	Term 1, Week 6	Term 2, Week 8	Term 3, Week 4-5	
Outcomes Assessed	H1, H3, H5, H7, H9, H10	H1, H2, H7, H10	H3, H5, H7	H1, H2, H3, H4, H5, H6, H9, H10	
Component					Weighting
Knowledge and understanding of course content	10	10	5	25	<b>40</b>
Application and evaluation of social and cultural research methods	10	5	15		<b>25</b>
Communication of information, ideas and issues in appropriate forms	10	5		5	<b>15</b>
<b>Total</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>80</b>

## Year 12 Sport, Leisure and Recreation (SLR) Assessment Schedule – Amended Version

### Outcomes

#### KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

Task Number	Task 1	Task 2 REMOVED	Task 3	Task 4	
Nature of Task	<b>Sports Administration -</b> Design and Implementation of a sports initiative	<b>Aquatics -</b> Ongoing Practical participation and Topic Test	<b>Fitness –</b> Workout Session plan Self Assessment - Teacher/Peer Evaluation	<b>Exam</b>	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Week 1	
Outcomes Assessed	1.1, 1.6, 4.2	1.3, 3.6, 4.4	2.2, 3.3, 4.1	1.4, 1.5, 2.5, 4.3, 1.3, 2.3, 3.1, 4.2, 4.4, 4.5, 5.2, 5.3	
Component					Weighting
Knowledge and understanding	10	10	5	25	<b>40</b>
Skills	15	15	20		<b>35</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>75</b>

## Year 12 Visual Arts Assessment Schedule – Amended Version

### Outcomes

#### ARTMAKING

A student:

**H1** initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions

**H2** applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work

**H3** demonstrates an understanding of the frames when working independently in the making of art

**H4** selects and develops subject matter and forms in particular ways as representations in artmaking

**H5** demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways

**H6** demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

#### ART CRITICISM AND ART HISTORY

A student:

**H7** applies their understanding of practice in art criticism and art history

**H8** applies their understanding of the relationships among the artist, artwork, world and audience

**H9** demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art

**H10** constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Task Number	Task 1	Task 2	Task 3 REMOVED	Task 4	
Nature of Task	<b>Essay -Artists' Practice &amp; BOW Proposal</b>	<b>Critical Analysis &amp; BOW Development</b>	<b>Essay-Case Studies &amp; BOW Development</b>	<b>Trial HSC Written Exam &amp; BOW Final</b>	
Timing	Term 4, Week 8	Term 1, Week 5	Term 2, Week 5	Term 3, Week 4-5	
Outcomes Assessed	H1, H2, H7	H2, H3, H9	H3, H4, H8	H5, H6, H10	
Component					Weighting
Artmaking	10	15	10	15	<b>40</b>
Art criticism and art history	10	15	10	15	<b>40</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>80</b>

## **11 KHC Assessment Schedules – HSC 2022**

**COURSE: Construction**

**Student Competency Assessment**

**Schedule**

**HSC outcome: CPC20211 Certificate II in Construction Pathways**

Assessment Events for CPC20211 Certificate II in Construction Pathways		Cluster 4	Cluster 5	Cluster 6	Work Placement <b>70hrs total</b>	Yearly Exam*
		On the Level	That's Concrete/ Good Form	To Join or Not to Join		
		Date: Week: 11 Term 4 2021	Date: Week: 10 Term: 3 2022	Date: Week: 10 Term: 2 2022	Date: Week: Term: 2021 or 2022	Date: Week: Term:
Code	Unit of Competency					
CPCCCM2006	Apply basic levelling procedures	✓				
CPCCCO2013A	Carry out concreting to simple forms		✓			
CPCCCA2003	Erect and dismantle formwork for foots and slabs on ground		✓			
CPCCJN2001A	Assemble components			✓		
<a href="#">CPCCJN2002B</a>	Prepare for off-site manufacturing processes			✓		
<a href="#">CPCCCM1013</a>	Plan and organise work			✓		
<a href="#">CPCCCM2001</a>	Read and interpret plans and specifications			✓		
<a href="#">CPCCCM2005B</a>	Use construction tools and equipment			✓		

Assessment Events for Statement of attainment towards CUA30415 – Certificate III in Live production and Services HSC Course, 2022			Event 3 Backstage to the future	Event 4 To project and serve	Event 5 Bump it up	Event Trial HSC Exam	Event Work Placement 2
			Term 1	Term 2	Term 3	Term 3	Term 3
			Week 3	Week 9	Week 8	Week 4/5	Week 10
			Date: 16/02/22	Date: 22/06/22	Date: 07/09/22	Date: TBA	Date: 21/09/22
Cluster	Code	Unit of Competency					
Cluster 3 Backstage to the future	CUASTA301	Assist with production operations for live performance	x				
	CUASMT301	Work effectively backstage during performances					
Cluster 4 To project and serve	SITXCCS303	Provide customer service					
	CUASOU306	Operate sound reinforcement systems		x			
	CUAVSS302	Operate vision systems					
Cluster 5 Bump it up	CUASTA202	Assist with bump in and bump out of shows					
	BSBWOR301	Organise personal work priorities and development			x		

# 12 RRHC Assessment Schedules – HSC 2022



## Year 12 – Extension English 2

Outcomes, A student

- EEX12-1** demonstrates a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
- EEX12-2** strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
- EEX12-3** applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4** undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea
- EEX12-5** reflects on and evaluates the composition process and the effectiveness of their own published composition

Task Number	Task 1	Task 2		Weighting %	
Type of Task	Viva Voce	Reflection Statement			
Timing of Task	Term 4, Week 8	Term 2, Week 10			
Outcomes assessed	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5			
<b>Component</b>					
Knowledge and Understanding of texts and why they are valued	15	35		50	
Skills in complex analysis composition and investigation	15	35		50	
Total %	30	70	<b>100</b>		

## Year 12 – Extension 1 Mathematics

Outcomes, A student:

- ME12-1** applies techniques involving proof or calculus to model and solve problems
- ME12-2** applies concepts and techniques involving vectors and projectiles to solve problems
- ME12-3** applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
- ME12-4** uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
- ME12-5** applies appropriate statistical processes to present, analyse and interpret data
- ME12-6** chooses and uses appropriate technology to solve problems in a range of contexts
- ME12-7** evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Investigation	Open Book Test	Trial HSC Examination	
Timing of Task	Term 4, Week 8	Term 2, Week 8	Term 3, Week 4/5	
Outcomes assessed	12-1, 12-6, 12-7	12-2, 12-4, 12-3, 12-5	12-1, 12-2, 12-3, 12-4, 12-5, 12-7	
<b>Component</b>				
Understanding, fluency and communication	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	<b>100</b>

## Year 12 – Ceramics

Outcomes, A student:

- M1** generates a characteristic style that is increasingly self-reflective in their ceramic practice
- M2** explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works
- M3** investigates different points of view in the making of ceramic works
- M4** explores ways of generating ideas as representations in the making of ceramic works
- M5** engages in the development of different techniques suited to artistic intentions in the making of ceramic works
- M6** takes into account issues of Work Health and Safety in their practice
- CH1** generates in their critical and historical investigations ways to interpret and explain ceramic works and practices.
- CH2** investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations
- CH3** distinguishes between different points of view in their critical and historical studies
- CH4** explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics
- CH5** recognises how ceramic works are used in various fields of cultural production

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	BOW Proposal Including Development of the Body of Work	In Class Task	Resolve Body of Work	
Timing of Task	Term 1 Week 2	Term 2 Week 9	Term 3 Week 6	
Outcomes assessed	M1, M2, M4, M5, M6	CH1, CH2, CH3, CH4, CH5	M1, M2, M4, M6	
<b>Component</b>				
Making	20		50	70
Critical and History Study		30		30
Total %	20	30	50	<b>100</b>

## Year 12 – Software Design and Development

Outcomes, A student:

- H1.1** explains the interrelationship between hardware and software
- H1.2** differentiates between various methods used to construct software solutions
- H1.3** describes how the major components of a computer system store and manipulate data
- H2.1** explains the implications of the development of different languages
- H2.2** explains the interrelationship between emerging technologies and software development
- H3.1** identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2** constructs software solutions that address legal, social and ethical issues
- H4.1** identifies needs to which software solutions are appropriate
- H4.2** applies appropriate development methods to solve software problems
- H4.3** applies a modular approach to implement well structured software solutions and evaluates their effectiveness
- H5.1** applies project management techniques to maximise the productivity of the software development
- H5.2** creates and justifies the need for the various types of documentation required for a software solution
- H5.3** selects and applies appropriate software to facilitate the design and development of software solutions
- H6.1** assesses the skills required in the software development cycle
- H6.2** communicates the processes involved in a software solution to an inexperienced user
- H6.3** uses and describes a collaborative approach during the software development cycle
- H6.4** develops and evaluates effective user interfaces, in consultation with appropriate people

Task Number	Task 1	Task 2	Task 3	Weighting %
Type of Task	Software Solution	Project	Trial HSC Examination	
Timing of Task	<b>Term 4, Week 10</b>	<b>Term 3, Week 1</b>	<b>Term 3, Week 4/5</b>	
Outcomes assessed	H1.2, H3.2, H5.1, H5.2	H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.3, H6.3	H1.2, H2.1, H2.2, H1.3, H3.1, H5.2, H6.1, H6.4	
<b>Component</b>				
Knowledge and understanding of course content	10	15	25	50
Knowledge and skills in the design and development of software solutions	10	25	15	50
Total %	20	40	40	<b>100</b>

# 13 HSC Course Assessment Schedule Overview 2022

## – Amended Version

Lismore High Campus

TERM 4 2021										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	Week 11
				Biology		Ancient History Society & Culture	CAFS Drama PDHPE SLR Visual Arts	Business Studies Chemistry Math Standard2 Music Photography	Agriculture English Adv. English Standard English Studies Mathematics Adv. Math Standard1	
TERM 1 2022										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	Week 11
	Food Tech.		English Studies <i>(Had been rescheduled to Wk9)</i>	Biology Visual Arts	Ancient History Math Standard1 Math Standard2 Society & Culture	Business Studies CAFS Chemistry Photography	English Adv. English Standard Music PDHPE SLR	Drama Mathematics Adv.	Agriculture	
← REMOVED DUE TO FLOODS →										
TERM 2 2022										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
		Food Tech		Visual Arts	Biology English Adv. English Standard	Ancient History CAFS Chemistry SLR	Math Standard2 PDHPE Photography Society & Culture	Business Studies Drama Mathematics Adv. Music Ceramics (RRHC)	Agriculture English Studies Math Standard1	
TERM 3 2022										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
Food Tech SLR Software Design & Development (RRHC)	<b>Assessment Free Period</b>	<b>Assessment Free Period</b>	<b>Trial HSC Exams</b> Agriculture Ancient History Biology Business Studies CAFS Chemistry Drama English Adv. English Standard English Studies	Food Tech. Mathematics Adv. Math Standard1 Math Standard2 Music PDHPE Photography Society & Culture Visual Arts						

\*Subjects that are studied by LHC students as Rivers subjects will need to added by the student to this calendar.