



ST JOHNS PARK HIGH SCHOOL

HSC COURSES | 2024

**ASSESSMENT
CREDENTIALLING
GUIDELINES**

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The Higher School Certificate – Assessment Policy and Procedures

The Higher School Certificate is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

Requirements of the Education Act 1990 in Relation to the NSW Higher School Certificate

Higher School Certificate – section 95

1. Higher School Certificates are to be granted by the NSW Education Standards Authority (NESA) to students who:
 - a) have been granted a **Record of School Achievement** or who have attained such other qualifications as the Board considers satisfactory, and
 - b) have attended a government school, or a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies, or a school outside New South Wales recognised by NESA or a TAFE establishment, and
 - c) have participated, to the NESA's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate, and
 - d) have been accepted by NESA as having satisfactorily completed those courses of study, and
 - e) have, to the Board's satisfaction, undertaken the requisite examinations or other forms of assessment, and
 - f) have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or NESA.
2. The requisite examination or other assessment must include a public examination conducted on a State-wide basis.
3. NESA may **refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character** that the grant of the certificate would not, in the opinion of the Board, be justified.

NSW Education Standards Authority (NESA) eligibility requirements

To be eligible for the HSC, you must:

- a. have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- c. have completed [HSC: All My Own Work](#) (or its equivalent)
- d. have demonstrated a minimum standard of literacy and numeracy (see [ACE 4060](#))
- e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- f. sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Certain patterns of study and course requirements apply

You must satisfactorily complete:

- 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:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English or English Studies
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects

There are specific eligibility rules for some Languages courses, such as Beginners and Heritage, to ensure your course is at the appropriate level for your experience. Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered in. For example; to be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

Students are required to meet course completion criteria as well as assessment criteria. 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 the NSW Education Standards Authority; 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

NSW Education Standards Authority considers that 90% attendance is a critical indicator of a student's ability to meet course requirements and achieve outcomes. Students who are likely to travel during the HSC years MUST apply for leave approval from the Principal.

Assessment marks and examination marks are combined and scaled to form the student's Australian Tertiary Admission Rank (ATAR).

Types of HSC Courses

Board Developed Courses

These are courses for which NESA develops a syllabus setting out the aims, objectives, outcomes, structure and content. Most Board Developed HSC courses, including the VET framework courses, may contribute to the calculation of the ATAR.

New Course Entry Guidelines – English Studies (Category B)

This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is a Stage 6 Board Developed Course (Category B) to be implemented with Year 11 from 2018
- From the 2020 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA
- To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.
- Please note English must be included in the calculation of a student's ATAR

Special Education (Life Skills)

Life Skills courses are Board Developed courses that provide an alternative HSC for students with special learning needs. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR. They are not examined externally and do not contribute to an ATAR.

Board Endorsed HSC Courses

These courses count towards the HSC and are listed on your Record of Achievement. However, they do not count towards the calculation of the ATAR. There is no external examination for any Content Endorsed Course but all Board Endorsed Courses count towards the HSC and appear on your Record of Student Achievement (RoSA).

Board Developed Vocational Education and Training (VET) Courses

There are Board Developed and/or Board Endorsed courses in VET. These VET courses are offered as part of the HSC. They teach skills that are relevant to future study and employment. They allow for both HSC qualifications and Australian Qualifications Framework (AQF) accreditation.

The AQF qualifications are recognised by industry and employers throughout Australia and give students advanced standing in related study at TAFE NSW and private registered providers. You receive documents that report the competencies you have achieved and an AQF Certificate or Statement of Attainment.

VET courses are classified as **CATEGORY B** courses and only ONE of the VET frameworks will be accepted when calculating the ATAR. Students must study the 240-hour course and undertake the optional written examination to have the course contribute to the ATAR calculation.

Board Developed (Category B) VET courses offered at St Johns Park High School for the HSC in the following industry frameworks:

- Hospitality – Food and Beverage
- Construction
- Retail Services

Pattern of Study Requirements Checklist

✓	At least 12 units of Preliminary courses and 10 units of HSC courses [Ref: Assessment Certification Examination (ACE) 8005]
✓	At least 2 units of a Board Developed Course in English at both Preliminary/ HSC level
✓	At least 4 subjects – at both Preliminary and HSC level
✓	At least 6 units of Board Developed Courses – at both Preliminary and HSC level
✓	At least 3 courses of 2-unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level
✓	A maximum of 6 Preliminary units and 7 HSC units from courses in Science [Ref: ACE 8006]
✓	The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may also select to study Science Extension in Year 12.
✓	Met eligibility requirements for the English (EAL/D) course if applicable [Ref: ACE 8007]
✓	Met eligibility requirements for Continuers courses in languages where there are Heritage and Background Speakers courses; for Beginner’s courses in languages and for Heritage courses in languages. Relevant documentation completed and retained at the school. [Ref: ACE 8002]
✓	All students undertaking Preliminary or HSC courses are required to complete the <i>HSC: All My Own Work</i> program (or equivalent) prior to the school’s submission of students’ Preliminary and HSC course entries. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. Exception: Completion of the <i>HSC: All My Own Work</i> program (or equivalent) is optional for students undertaking only Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the HSC: All My Own Work program for students with special education needs as necessary.
✓	Board Endorsed Courses have current endorsement
✓	Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see ACE 7001 , 8010 , 8011 , 8012 8018 PLUS also check your school BEC decision letters or check for BEC decisions via Schools Online .] See BOSTES website at Vocational Education .
✓	Students seeking an Australian Tertiary Admission Rank (ATAR) must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by the NSW Education Standards Authority, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses. Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. The list of Category A courses is published on the UAC website. NB: Board Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses do not satisfy requirements for the ATAR
✓	Schools should note that additional departmental curriculum requirements (e.g. religious education, 25 hours of Life Ready etc.) or conditions of enrolment at individual schools are not requirements for The NSW Education Standards Authority Higher School Certificate credentialing.
✓	Schools will need to ensure that The NSW Education Standards Authority requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the ACE website: Satisfactory completion, Pathways and Credit transfer and Recognition of Prior Learning for details].
✓	Students with special education needs can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student’s transition from school to adult life [please refer to the ACE website: Studying HSC Life Skills courses].
✓	Consideration must be given to the need for personalised adjustments for students with disability to enable equitable participation in the full range of education activities. Actively identifying and responding to the additional learning and support needs of students is an ongoing school process and should not be reliant on parents or students requesting support. Information about HSC Disability Provisions including the application process is available on the NSW Education Standards Authority’s NSW website.
✓	Schools are responsible for monitoring the delivery of VET courses by external providers

Honesty in HSC Assessment – the Standard

This standard sets out the NSW Education Standards Authority (NESA) requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others, who may guide them, are required to comply with the standard.

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

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The Board treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the NESA will report matters to the Independent Commission against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- **Rules and Processes –**
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>
- **2022 Rules and Procedures Guide –**
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/2022-rules-and-procedures-guide>
- **Assessment Certification Examination (ACE) Manual –**
<https://ace.nesa.nsw.edu.au/>
- **HSC Student Guide –**
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide>
- **HSC Minimum Standard –**
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>
- **HSC: All My Own Work Program -**
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

Register of Malpractice in HSC Assessment Tasks

Behaving dishonestly to gain an unfair advantage in assessments or exams is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable. We treat allegations of malpractice very seriously. Identified malpractice will limit your marks and jeopardise your HSC. Serious and deliberate malpractice is corrupt conduct, which we can report to the Independent Commission Against Corruption.

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging its source
- building on someone else's ideas without stating their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without mentioning their source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- being responsible for actions done or omitted to be done that confer an unfair advantage relating to the outcome of any HSC exam – irrespective of whether such actions occur before, during or after such an exam or assessment.
- You might need to prove your work

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
- answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills.



St Johns Park High School

Assessment Requirements

The Assessment Procedures used by St Johns Park High School follow the NSW Education Standards Authority (NESA) Policy Statements and guidelines concerning Higher School Certificate Assessment (See previous pages)

Introduction

Each faculty assessment schedule sets out the outcomes, weightings, nature and approximate due date of each assessment task. The Head Teacher for the subject will provide details of each assessment task issued. It is the policy of this school to have an **assessment-free block two weeks prior to the Final HSC Trial examinations and one week prior to the Preliminary Final Examinations.**

- Students are expected to complete **all** tasks which are part of the assessment program in each course of study. School-based HSC assessment contributes to 50% of the final Higher School Certificate mark and is reported on the Higher School Certificate Record of School Achievement.
- Students are also **required** to complete assessment tasks worth more than 50% of the total assessment marks to qualify for the Higher School Certificate. Students **cannot** qualify for a Higher School Certificate in a course where they do not meet these minimum assessment requirements.
- Students are directed to the **NSW Education Standards Authority (NESA)** website for further information <https://ace.nesa.nsw.edu.au/higher-school-certificate>

Vocational Education and Training (VET)

Assessment for VET subjects differs to that of other subjects. All vocational courses are assessed under national competency standards that have been determined by industry training packages. A certificate of competency will be issued by the **NSW Education Standards Authority (NESA)** under authorisation from EVET. Students may also gain university entrance by sitting for the **optional examinations**, which will qualify them for an ATAR. Only **ONE** VET course may be included.

The school will provide an estimated mark to the NESA for all students undertaking a VET course. The estimated mark will consist of an aggregate mark:

- Preliminary Course Yearly/Examination 40%
- HSC Trial Examination 60%

Work placement is a **mandatory** requirement for all VET subjects. In meeting work placement requirements, students must understand that;

- 35-hour work placement **MUST** be completed in both Year 11 and Year 12
- Workplace allocation cannot be refused when offered
- If a student does not complete work placement an 'N' award will be issued

School Based Apprenticeship and Traineeships (SBAT)

In undertaking a SBAT students have to manage the requirements of school, RTO and the workplace. The flexible timetables requirements for SBAT students, necessitates the need to be particularly vigilant of requirements across all three domains.

The Responsibilities of the Student

To meet the assessment requirements for the Higher School Certificate, the student will:

- Make a **serious attempt** at all assessment tasks for each course that they are studying.
- If a student is deemed to have made a non-serious attempt, a mark of **ZERO** will be awarded for that task
- **Complete** assessment tasks according to assessment schedules.
- **Be awarded a mark of ZERO and an N Award Warning letter should a task be submitted late**, without first gaining an extension from the course Head Teacher. If an extension has been granted there is no mark penalty.
- **Follow all instructions** given for the task.
- **SIGN** a register acknowledging receipt of the assessment task and again on submission of the task, in the case of a dispute this signed register will be the **ONLY** proof of notification and submission of a task
- If absent on the day a task is issued, see their class teacher or Head Teacher to obtain the task and any other information on the relevant task on the **NEXT** day the student returns to school. Do not wait until the next lesson, as extra time will not be provided.
- **Be marked present ALL DAY**, students must arrive to school on time and attend **all** timetabled lessons, including assemblies on the day an assessment task is due. Doctors certificate must be presented for lateness or early leave provisions.
- Submit the assessment to the class teacher (or Head Teacher if class teacher is absent) by the due date and time specified otherwise by the end of the school day. **Assessment tasks cannot be delivered by friends, other people, or left on the teacher's desk.** Assessment tasks submitted electronically (e.g. USB, email) must also be accompanied by a hard copy by the due date, unless otherwise stated by the teacher
- In the case of **VET work placement, TAFE classes**, or other leave, the student should inform their class teacher and Head Teacher to;
 - Arrange for the assessment task to be attempted or submitted at a suitable alternative time, agreed by the teacher
 - ZERO marks will be awarded if these procedures are not followed
- Follow the rules of conduct for examination tasks and attend each examination as outlined
- Where **medical or extraordinary circumstances** prevent the completion of the task on/by the due date, **notify your Teacher or the Head Teacher** of the course immediately (or on the next day you return to school). The student **MUST** provide documentation, i.e. medical certificate on the next day they are present at school. Where **satisfactory documentation** is provided, the student may be given an alternative task and students are required to hand in task upon return or at a time negotiated by your teacher and Head Teacher of the faculty. **If you present more than one medical certificate in a subject/s an interview with the Deputy Principal will be requested with your parent/guardian.** In exceptional circumstances, an estimate may be given for the task.
- Be granted extension of time in exceptional circumstances. Technology issues or inadequate preparation is **NOT** grounds for an extension. **The Head Teacher will advise the teacher of any alternative arrangements for the task that may be approved, depending on the circumstances.**
- **Keep a copy** of the task in print and/or electronic form in case the original is misplaced.
- **Ensure** that submitted work is their own and not copied or plagiarised from another source (including friends). This could result in a mark of ZERO.

- All students must follow the principles and practices of good scholarship, as described in the HSC:
 - **All My Own Work program.** This program can be reviewed on the **NSW Education Standards Authority (NESA)** website.
 - Any student found to be involved in malpractice in an assessment task will be awarded a mark of **ZERO** for that task. Parents/guardians will be notified, and the Principal may take further action. Malpractice includes, but is not limited to:
 - ✓ Cheating
 - ✓ Attempting to cheat
 - ✓ Assisting others to cheat
 - ✓ Submitting any work that is not their own
 - ✓ Disrupting an assessment task in any way
 - ✓ buying, stealing or borrowing another person's work and presenting it as their own;
 - ✓ using non-approved aides during an assessment task

- Comply with all the **NSW Education Standards Authority (NESA)** requirements for Major Projects/Works. Students should:
 - NOT produce, display or use prohibited weapons, replicas, or related articles
 - Plastic toys and other objects that would not be mistaken for real weapons are permissible, but students must advise the HSC markers prior to their performance commencing. Examples of prohibited weapons replicas and related articles include, but are not limited to; **firearms; knives; cross bows; archery bows and arrows; catapults; kung Fu sticks or nunchaku; batons, spear guns; handcuffs; and self-defence sprays**
 - uphold **school and community values**, the nature of some performances and submitted works may challenge established views, however, these views should not cause offence
 - students must work closely with their teacher to ensure that the submitted work is developed in a manner which considers the values and standards of the general community
 - all works are subject to the Principal's final approval

- Follow up any concerns with assessment tasks at the time they are marked and returned. See Appeals Procedure for school-based assessment tasks.

The Responsibilities of the Teacher

In order to support students to successfully meet the **NSW Education Standards Authority (NESA)** requirements for High School Certificate assessment teachers will:

- Supply their students with further information about each assessment task during the course. The schedule of tasks for each course appears in Part 2 of this booklet.
- Written notice of the details of an assessment task will be provided a minimum of **TWO WEEKS** before the start date of the assessment task. It is the responsibility of students to be aware of their assessment schedule and contact their teacher if they do not obtain the necessary information.
 - If a change of date for a task is required there is no need for a further two weeks' notice provided the task is not being brought forward.
 - Under certain circumstances, Head Teachers may find it necessary to vary their Assessment Schedules. If this should occur, students will be informed in writing
 - If a task is given and is found to be compromised, it may be discarded and an alternative task set. If an alternative task is to be given, students must be informed in writing.
 - Arrange for disability provisions for the completion of assessment tasks for those students who have been granted such provisions by NESA or in accordance with the adjustments and accommodation agreed upon the student's current Individual Learning Plan (ILP).
- Mark and return assessment tasks to students, with appropriate feedback and information about their performance in the task. This information will include marks and ranks where appropriate, marking guidelines, and strategies and suggestions for improvement. This feedback may be both written and/or oral.
- Collate and maintain the assessment marks and related information during the course. The final assessment grades will be submitted to the **NSW Education Standards Authority (NESA)** soon after The Preliminary Examinations in Term 3 and the final assessment marks for each student will be submitted to the **NSW Education Standards Authority (NESA)** soon after Trial Higher School Certificate examinations in Term 3 for the HSC courses.
- Refer appeals and variations to the Principal for determination, under exceptional circumstances.

Official Warning Letters

Where a student fails to comply with **NSW Education Standards Authority (NESA)** or school requirements for the satisfactory completion of the Higher School Certificate course, students will receive an official warning letter from the school outlining the nature of any outstanding learning responses or assessment tasks. The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of a non-award (**N Determination**) in that course. An N award will mean that the student may not be eligible for their Preliminary Record of School Achievement or the award of the Higher School Certificate.

School-based Assessment Task Appeals Procedure

In the event that a student questions or has concerns relating to marked assessment tasks, these must be raised by the Head Teacher and/or student with the teacher within **one week** of receipt of the marked task. **Appeals need to be lodged with the Head Teacher, in writing, within ONE week of receipt of the marked task.** If necessary, appeals may be referred to the Principal for determination.

Parallel Classes

Where more than one class is operating, common assessment tasks must be given and arrangements made to ensure both the delivery and marking of the task is consistent and equitable.

Repeating Students

If a student is repeating the HSC course, he/she will be assessed on his/her repeat performance only.

Students transferring from another school

The provision of assessment marks for a student, who transfers after the 30th June in the year of the HSC examination, is the responsibility of the previous school. In the case of VET courses, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency.

Records and Reporting of Unsatisfactory Progress

A student who does not complete assessment tasks will have his/her parents/guardians contacted by letter. All reports of unsatisfactory progress will be kept in the student's file and an entry made on the school computer system.

Rules for the Conduct of a Student in Examinations

If an assessment task is an examination, the student must:

- Not speak to any person other than a teacher / supervisor during the examination
- Not behave in any way likely to disturb the work of any other student, or upset the conduct of the examination
- Not take into the examination room, anything other than the specified equipment
- Not cheat, copy or plagiarise from textbooks, internet or prepared materials
- Remove their watch and place it in clear view on the examination desk
- Not write, use any equipment including highlighters, or annotate examination paper in any way during reading time
- Write clearly, preferably with black pen
- Write answers in the correct answer booklets
- Follow the teachers or supervisors' instructions at all times
- Make a serious attempt at the examination (attempt ALL sections)

HSC Equipment Checklist for Examinations

Students should write in black pen. Make sure students bring spare pens to each examination. Students may also bring a ruler, highlighters, pencils (should be at least 2B) and a sharpener, and a bottle of water in a clear bottle. Students can wear your watch to your examinations, but once they sit down they will have to take it off and place it in clear view on the desk. Programmable watches, including smart watches, will not be allowed in the examination room.

The following list shows the examinations for which you are to bring specific equipment, as there may be some examination questions that require the use of this equipment. If an item is listed as optional, it means that there will be no examination questions for which the item is essential. But students may bring and use it if you wish.

All equipment students bring is subject to inspection on entry. Make sure any equipment allowed, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.

What students cannot bring into your examination room

- A mobile phone. Mobile phones are not permitted in an examination room under any circumstances.
- A programmable watch, e.g. a smart watch.
- Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads, etc.) music players or electronic dictionaries.
- Paper or any printed or written material (including your examination timetable).
- Dictionaries, except where permitted in language examinations.
- Correction fluid.

Students are not allowed to borrow equipment during examinations.

Note:¹ Students may take into any HSC mathematics examination, templates for drawing curves and geometrical figures, measuring, constructing, etc. Such templates may contain equations of simple curves (e.g. $y = x^2$, $y = \sin x$, $y = 1/x$)

that can be drawn using the template, and decimal approximations (e.g. for π , e), but no other printed formulae (eg sine rule, cosine rule, quadratic formulae, area and volume formulae). Acceptable templates include Mathomat, Mathomat Senior and (Non Formulae).

Additional Information

The St Johns Park High School HSC Assessment booklet has been developed to meet the requirements of the NSW Education Standards Authority (NESA) as set out in the Assessment, Certification and Examination (ACE) Manual. The ACE manual, along with further support materials for HSC Assessment can be found at; <https://ace.nesa.nsw.edu.au/higher-school-certificate>



HSC Assessment Task Extension Application

Name: Course:

Assessment Task No: Due Date of Task:

Reason for Extension Request: (please circle)

Late submission - Illness - Misadventure - Other

Supporting documentation attached: (please circle)

Doctor's Certificate

Other (please describe)

Signature of student: Date:

Signature of teacher: Date:

Notification to Teacher:

Name: Course:

Assessment Task No: Due Date of Task:

The extension has/has not been approved. Reason:

.....
.....

Signature of Head Teacher: Date:.....

Notification to Student:

Name: Course:

Assessment Task No: Due Date of Task:

The extension has/has not been approved. Reason:

.....
.....

Signature of Head Teacher: Date:.....

Assessment Reviews and Appeals

During the year, Higher School Certificate students are ranked in each Assessment Task in each course. The overall rank for each course is calculated on an ongoing basis following each task. The final rank reflects the student's position in the group at the end of the assessment program.

After the final HSC examination, you can obtain your final rank order for assessment in each course via Students Online or from the school. If, in any course, your final Higher School Certificate Assessment rank is significantly different from the rank you expected, the **NSW Education Standards Authority (NESA)** allows you to request a School Review of your ranking in that subject.

Remember: Your final Higher School Certificate Assessment rank will be based on the results of all Assessment Tasks in that course.

Request for Review

Request for School Review must be based on one of the following three official grounds:

- The weightings that were used are not those specified by the board in the subject Assessment Guides
- The school's procedures for determining assessments do not conform with its stated policy and programs.
- There are clerical or computational errors.

Marks awarded by teachers for individual Assessment Tasks are not subject to review. Concerns relating to individual tasks must be raised with one week of receipt of the marked task.

The school will make arrangements to ensure that your request proceeds without delay. The school will advise you of the outcome of its review, and will advise the NESA of any changes to assessment marks.

Appeals

If your rank is reviewed by the school, and you are not satisfied with the result, you can appeal to the NSW Education Standards Authority. Your appeal must be made on the official form which you should obtain by contacting the school or the nearest District Office of the Department of Education and communities.

There is no appeal against the marks awarded by teachers for individual Assessment Tasks

In the event that you believe that you are entitled to appeal against your ranking in a subject, you may do so in the following manner:

1. Advise the Principal of your intention by telephoning and requesting that a form be sent to you.

The timeframe for Reviews and Appeals is very short. Please apply to the school for the appropriate form promptly

Sample N-Award Warning Letter



St Johns Park High School

Mimosa

Road Greenfield Park

NSW 2176

Ph: 02 9610 8035

Fax: 02 9823 7827

Email: stjohnspk-h.school@det.nsw.edu.au

Mr & Mrs XXXXX
XX XXXXXXXX
XX
XXXXXXXX NSW XXX

Wednesday, 23rd August

Dear {Parents}

Re: **OFFICIAL WARNING – Non-completion of a Higher School Certificate Course**

I am writing to advise that your {SonAndDaughter} {FirstName} {Surname} is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate in {IncidentSubject}.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the {IncidentHistoryPosition} **official warning** we have issued notifying you that {FirstName} is at risk of not completing the above course.

Criteria for satisfactory completion of a course:

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of a non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

{FirstName} is not currently meeting one or more of these requirements. In particular, {HeAndShe} is not achieving **select one or more of the following a, b, c** of the above course completion requirements.

The following tasks or requirements need to be complete by {FirstName} to correct the problem.

Task Name(s)/Course Requirements	Percentage weighting (if applicable)	Original due date (if applicable)	Action required by student	Revised date to be completed by (if applicable)

To support {FirstName} in meeting the course requirements, we request that you discuss this matter with {HimAndHer} and encourage and support {HimAndHer} to carry out the required actions. If you have any questions about this matter, please contact the Faculty Head Teacher.

Yours sincerely,

Classroom Teacher

Head Teacher

Principal

Please detach this section and return it to the school

Requirements for the satisfactory completion of a Preliminary Course

- I have received the letter dated..... Indicating that is in danger of not having satisfactorily completed
- I am aware that this course may not appear on his/her Record of Achievement
- I am also aware that the “N” determination may make him/her ineligible to proceed to the Higher School Certificate Course

Parent’s/Guardian’s signature: _____ Date: _____

Student’s signature: _____ Date: _____

A Glossary of Key Words

This glossary contains key words that appear frequently in The NSW Education Standards Authority syllabuses, performance descriptions and examinations.

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html

The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different subjects they are studying.

In classrooms, teachers of different subjects could use the glossary to help students to better understand what the examination questions in their subject require. Students should recognise the consistent approach of teachers of different subjects and get cues about how to approach examination questions.

For example, students would be better placed to respond to 'explain' questions if, in the context of different subjects, they developed an understanding that 'explain' could require them to relate cause and effect; make the relationships between things evident; provide why and/or how.

It is also important that the key words should not be interpreted in an overly prescriptive way. Teachers must ensure that they do not use them in ways that conflict with their particular meaning within subjects. To do this would be counterproductive. A term like 'evaluate', for example, requires a different kind of response in Mathematics from that required in History and this needs to be respected.

When using key words to construct questions, tasks and marking schemes, it is helpful to ask what the use of the term in a particular question requires students to do.

Key words are best discussed with students in the context of questions and tasks they are working on, rather than in isolation.

It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Account - Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

Analyse - Identify components and the relationship between them; draw out and relate implications

Apply- Use, utilise, employ in a particular situation

Appreciate -Make a judgement about the value of

Assess - Make a judgement of value, quality, outcomes, results or size

Calculate - Ascertain/determine from given facts, figures or information

Clarify - Make clear or plain

Classify - Arrange or include in classes/categories

Compare - Show how things are similar or different

Construct - Make; build; put together items or arguments **Contrast** - Show how things are different or opposite

Critically (analyse/evaluate) - Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce - Draw conclusions

Define - State meaning and identify essential qualities

Demonstrate - Show by example

Describe - Provide characteristics and features

Discuss - Identify issues and provide points for and/or against

Distinguish - Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate - Make a judgement based on criteria; determine the value of

Examine - Inquire into

Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract - Choose relevant and/or appropriate details

Extrapolate - Infer from what is known

Identify - Recognise and name

Interpret - Draw meaning from

Investigate - Plan, inquire into and draw conclusions about

Justify - Support an argument or conclusion

Outline - Sketch in general terms; indicate the main features of

Predict - Suggest what may happen based on available information

Propose - Put forward (for example a point of view, idea, argument, and suggestion) for consideration or action

Recall - Present remembered ideas, facts or experiences

Recommend - Provide reasons in favour

Recount - Retell a series of events

Summarise - Express, concisely, the relevant details

Synthesise - Putting together various elements to make a whole



ST JOHNS PARK
HIGH SCHOOL

Board Developed Courses HSC Assessment Schedules 2024



Industrial Arts Assessment Schedule Agriculture – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of the Task Syllabus Content	Assignment Farm Product Study	Topic Test Plant/Animal Production	Research Task Elective	Trial HSC Examination All studied content	
Timing (date due)	Term 4 Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 4/5	
Outcomes	H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2, H4.1	H3.4, H4.1, H5.1	H1.1, H2.1 H2.2, H3.4 H5.1	
Components					
Knowledge and understanding of course content		25		15	40
Knowledge, understanding and skills required to manage agricultural production systems	10		15	15	40
Skills in effective research, experimentation and communication	10		10		20
Total Value %	20	25	25	30	100

Subject Outcomes:

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 system



HSIE and Languages Assessment Schedule Ancient History – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Source Analysis/ Research Core Study – Cities of Vesuvius: Pompeii and Herculaneum	Extended Response Historical Period – New Kingdom Egypt to the Death of Thutmose IV	Historical Analysis Personalities in their Times – Hatshepsut	Trial HSC Examination All studied content	
Timing (date due)	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4/5	
Outcomes	AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	AH12-1, AH12-2, AH12-3, AH12-4, AH12-9	AH12-5, AH12-6, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-10	
Components					Weighting %
Knowledge and understanding of course content	5	15	5	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	20
Historical inquiry and research	10		10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total Value %	25	20	25	30	100

Subject Outcomes:

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

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



Science Assessment Schedule Biology – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Computer Simulation & Research Study Design and conduct a practical investigation on the Plague Infectious Disease	Model Building Building a model of DNA Heredity	Experimental Design and Research Research and report on the use and various impacts of a selected Biotechnology and Experimental design on Mendillian ratio wheat	Trial HSC Examination All studied content	
Timing (date due)	Term 4 Week 7	Term 1 Week 7	Term 2 Week 4	Term 3 Weeks 4/5	
Outcomes Assessed	BIO11/12-1 BIO11/12-4, BIO11/12-6 BIO11/12-7, BIO12-14	BIO11/12-3, BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-4, BIO11/12-6 BIO11/12-7, BIO12-13	BIO 11/12-(1-7) (All Skills) BIO 12 -(12-15) (All Knowledge)	
Components					Weighting %
Skills in working scientifically	10	15	25	10	60
Knowledge and understanding	10	5	5	20	40
Total Value %	20	20	30	30	100

Subject Outcomes:

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

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

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

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



Human Society and Its Environment (HSIE) Assessment Schedule Business Studies – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Topic Test Operations	Case Study Human Resources	Stimulus Test Finance	Trial HSC Examination All studied content	
Timing (date due)	Term 4 Week 9	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 4/5	
Outcomes Assessed	H2, H3, H4, H5	H2, H4, H7, H9	H5, H6, H8, H10	H1, H6, H9, H10	
Components					
Knowledge and understanding of course content	10	10	10	10	40
Stimulus-based skills	5		5	10	20
Inquiry and research	5	10	5		20
Communication of business information, ideas and issues in appropriate forms		5	5	10	20
Total Value %	20	25	25	30	100

Subject Outcomes:

- H1** critically analyses the role of business in Australia and globally
- H2** evaluates management strategies in response to changes in internal and external influences
- H3** discusses the social and ethical responsibilities of management
- H4** analyses business functions and processes in large and global businesses
- H5** explains management strategies and their impact on businesses
- H6** evaluates the effectiveness of management in the performance of businesses
- H7** plans and conducts investigations into contemporary business issues
- H8** organises and evaluates information for actual and hypothetical business situation
- H9** communicates business information, issues and concepts in appropriate formats
- H10** applies mathematical concepts appropriately in business situations



Science Assessment Schedule Chemistry – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task	Investigation/ Research & Verbal Presentation	Depth study- Performing & Writing a Scientific Report from a First-hand Investigation	Data analysis & graphical interpretation	Trial HSC Examination	
Syllabus Content	Module 8 – Apply Chemical Ideas	Module 7- Organic Chemistry	Modules 5,6,7 & 8 - Equilibrium, Acid & Bases, Organic Chemistry & Apply Chemical Ideas	All studied content	
Timing (date due)	Term 4 Week 10	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 4/5	
Outcomes Assessed	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-12, CH2-15	CH12-1, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH12-12, CH12-13	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15	CH12-1 to CH 12-7 (all skills) CH12-12 to CH12-15	
Components					Weighting %
Knowledge and understanding of course content	10	10	5	15	40
Skills in critical thinking, research methodology, analysing and communicating	10	20	15	15	60
Total Value %	20	30	20	30	100

Subject Outcomes:

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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



Personal Development, Health and Physical Education (PDHPE) Assessment Schedule Community and Family Studies – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Groups Detailed Investigation Core 2 Groups in Context	Extended Response Core 3 Parenting and Caring	Independent Research Project (IRP) Core 1 Research Methodologies Option Social Impact of Technology	Trial HSC Examination All studied content	
Timing (date due)	Term 4 Week 10	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 4/5	
Outcomes Assessed	H2.3, H3.1, H3.3, H4.2	H1.1, H2.1 H2.2, H4.2	H3.4, H4.1, H4.2	All Outcomes	
Components					Weighting %
Knowledge and understanding of course content	10	10	5	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
Total Value %	25	25	20	30	100

Subject Outcomes:

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



Science Assessment Schedule Earth and Environmental Science – HSC 2024

Task Number	Task 1	Task 2	Task3	Task 4	
Nature of the Task Syllabus Content	Waste Audit and Research Module 8 -Resource Management	First-hand Investigation Depth Study Module 6 - Hazards	Analysis of Media Articles Module 7 - Climate Science	Trial Examination Modules 5-8	
Timing (date due)	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 4/5	
Outcomes Assessed	EES11/12-1,2,3,4,5,6,7 EES12-15	EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-13	EES11/12-1, 5,6,7EES12- 14	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12, EES12-13, EES12-14, EES12-15	
Components					Weighting %
Skills in working scientifically	15	15	20	10	60
Knowledge and understanding of course content	10	10		20	40
Total Value %	25	25	20	30	100

Subject Outcomes:

EES11/12- 1 develops and evaluates questions and hypotheses for scientific investigation

EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11/12-5 analyses and evaluates primary and secondary data and information

EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems

EES12-14 analyses the natural processes and human influences on the Earth, including the in climate scientific evidence for changes

EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems



Industrial Arts Faculty Assessment Schedule Engineering Studies – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Model and Report Bridges and Gantry Civil Engineering	Topic Test Civil Structures & Public and Personal Transport	Materials Modification Research Aeronautical Engineering	Trial HSC Examination All studied content	
Timing (date due)	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4/5	
Outcomes Assessed	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
Components					Weighting %
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	10	5	10	40
Total Value %	25	25	20	30	100

Subject Outcomes:

H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications

H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering

H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society

H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports

H3.3 develops and uses specialised techniques in the application of graphics as a communication tool

H4.1 investigates the extent of technological change in engineering

H4.2 applies knowledge of history and technological change to engineering-based problems

H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems

H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports

H5.2 selects and uses appropriate management and planning skills related to engineering

H6.1 demonstrates skills in research and problem-solving related to engineering

H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering.



English Assessment Schedule English (Advanced) – HSC 2023

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Critical Response and Related Material Texts and Human Experiences	Speech and Reflection Module C – The Craft of Writing	Multimodal Presentation and Speech Module A – Textual Conversations	Trial HSC Examination All studied content	
Timing (date due)	Term 4 Week 8	Term 1 Week 5	Term 2 Week 3	Term 3 Weeks 4/5	
Outcomes Assessed	EA12-1, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-2, EA12-3, EA12-4, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-7, EA12-8, EA12-9	EA12-1, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	
Components					Weighting %
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	10	10	50
Total Value %	25	25	25	25	100

Subject Outcomes:

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



English Assessment Schedule English (Standard) – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Essay Texts and Human Experiences	Speech and Reflection Module C – The Craft of Writing	Visual Representation and Rationale Module A	Trial HSC Examination All studied content	
Timing (date due)	Term 4 Week 8	Term 1 Week 5	Term 2 Week 3	Term 3 Weeks 4/5	
Outcomes Assessed	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-7, EN12-8, EN12-9	EN12-1, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
Components					Weighting %
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	10	10	50
Total Value %	25	25	25	25	100

Subject Outcomes:

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



English Assessment Schedule

English (Studies) – HSC 2024 *Category B*

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Work Portfolio Texts and Human Experiences	Viewing and Responding Module – Part of the Family	Visual Representation and Rationale Module A – We are Australian	Trial HSC Examination All studied content	
Timing (date due)	Term 4 Week 8	Term 1 Week 5	Term 2 Week 3	Term 3 Weeks 4/5	
Outcomes Assessed	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-9, ES12-10	ES12-1, ES12-5, ES12-7, ES12-9	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-9, ES12-10	ES12-1, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9	
Components					Weighting %
Knowledge and understanding of course content	15	15	10	10	50
Skills in: <ul style="list-style-type: none"> ▪ Comprehending Text ▪ Communicating Ideas ▪ Using language accurately, appropriately and effectively 	15	10	15	10	50
Total Value %	30	25	25	20	100

Subject Outcomes:

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



Home Economics Assessment Schedule Food Technology – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Australian Food Industry Theory Task & Practical	Food Manufacture Research & Practical Task	FPD CNI Food Product Design & Evaluation & Practical Task	Trial HSC Examination All studied content	
Timing (date due)	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4/5	
Outcomes Assessed	H1.2, H1.4, H3.1, H5.1	H4.2, H1.1, H5.1	H2.1, H3.2, H4.1, H1.3	H1.1, H1.3, H1.4, H2.1, H4.2	
Components					Weighting %
Knowledge and understanding of course content	10		10	20	40
Knowledge and skills in designing, researching, analysing and evaluating		10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10		30
Total Value %	20	20	30	30	100

Subject Outcomes:

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



Industrial Arts Assessment Schedule

Industrial Technology - Timber Products and Furniture Technology - HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Project Proposal Design & Management Workplace Communication Industry - specific content and production	Broad Industry Study Report Industry study	Portfolio Research Design & Management Workplace Communication Industry - specific content and production	Trial HSC Examination All studied content	
Timing (date due)	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5	
Outcomes Assessed	H3.1, H3.2, H3.3, H5.2	H1.1, H1.2, H1.3 H7.1, H7.2, H5.1	H2.1, H4.1, H4.2, H6.1, H6.2	H4.3, H1.1, H1.2, H1.3, H5.1	
Components					Weighting %
Knowledge and understanding of course content		20		20	40
Knowledge and skills in the design, management, communication and production of a major project	20		30	10	60
Total Value %	20	20	30	30	100

Subject Outcomes

- H 1.1 Investigates industry through the study of businesses in one focus area
- H1.2 Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 Identifies important historical developments in the focus area of study
- H 2.1 Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H 3.1 Demonstrates skills in sketching, producing and interpreting drawings
- H 3.2 Selects and applies appropriate research and problem-solving skills
- H 3.3 Applies and justifies design principles through the production of a Major project.
- H 4.1 Demonstrates competency in practical skills appropriate to the major project

- H 4.2 Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H 4.3 Critically applies knowledge and skills related to properties & characteristics of materials/components.
- H 5.1 Selects and uses communication and information processing skills
- H 5.2 Examines & applies appropriate documentation techniques to project management
- H 6.1 Evaluates the characteristics of quality manufactured products
- H 6.2 Applies the principles of quality and quality control
- H 7.1 Explains the impact of the focus area industry on the social and physical environment
- H7.2 Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment



Investigating Science – HSC Year 12 2024

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of the Task Syllabus Content	Practical Investigation Module 5	Research task Module 6	Depth Study Module 5, 6 and 7	Trial HSC Examination All studied content	
Timing (date due)	Term 4 Week 9	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 4/5	
Outcomes Assessed	INS11/12-1, INS11/12-2, INS11/12-3, INS12-12	INS11/12-2, INS11/12-4, INS11/12-7, INS12-13	INS11/12-1, INS11/12-4, INS11/12-5, INS11/12-7, INS12-15	INS11/12-6, INS12-12, INS12-13, INS12-14, INS12-15	
Components					
Skills in working scientifically	20	10	25	5	60
Knowledge and understanding		10	5	25	40
Total Value %	20	20	30	30	100

Subject Outcomes:

- INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 analyses and evaluates primary and secondary data and information
- INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS12-12 develops and evaluates the process of undertaking scientific investigations
- INS12-13 describes and explains how science drives the development of technologies
- INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS12-15 evaluates the implications of ethical, social, economic and political influences on science



Human Society and Its Environment (HSIE) Assessment Schedule

Legal Studies – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task	Case Study	Topic Test	Research Task	Trial HSC Examination	
Syllabus Content	Crime	Human Rights	Family/Workplace	All studied content	
Timing (date due)	Term 4 Week 8	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 4/5	
Outcomes Assessed	H1, H2, H3, H4	H5, H6, H7	H6, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	
Components					Weighting %
Knowledge and understanding of course content		20	10	10	40
Analysis and evaluation	5		5	10	20
Inquiry and research	10		10		20
Communication of legal information, ideas and issues in appropriate forms	5	5		10	20
Total Value %	20	25	25	30	100

Subject Outcomes:

H1 identifies and applies legal concepts and terminology

H2 describes and explains key features of and the relationship between Australian and international law

H3 analyses the operation of domestic and international legal systems

H4 evaluates the effectiveness of the legal system in addressing issues

H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

H6 assesses the nature of the interrelationship between the legal system and society

H7 evaluates the effectiveness of the law in achieving justice

H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

H9 communicates legal information using well-structured and logical arguments

H10 analyses differing perspectives and interpretations of legal information and issues



Mathematics Assessment Schedule

Mathematics Advanced – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Investigation-style Task (with evaluation test) MA-C4 Integral calculus	Topic Test MA-C2 Differential calculus MA-M1 Sequences and Series MA-C3 Applications of differentiation MA-F2 Graphing techniques MA-T3 Trigonometric functions	Topic Test MA-M1 Modelling financial situations MA-S2 Descriptive statistics and bivariate data analysis MA-S3 Random variables	Trial HSC Examination All content studied	
Timing (date due)	Term 4 Week 9	Term 1 Week 5/6	Term 2 Week 8/9	Term 3 Weeks 4/5	
Outcomes Assessed	MA12-3, MA12-7, MA12-9, MA12.10	MA12-1, MA12-5, MA12-6, MA12-4	MA12-2, MA12-4 MA12-8 MA12-9, MA12.10	All outcomes	
Components					Weighting %
Understanding, fluency and communicating	10	12.5	12.5	15	50
Problem solving, reasoning and justification	10	12.5	12.5	15	50
Total Value %	20	25	25	30	100

Subject Outcomes:

- 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



Mathematics Assessment Schedule

Mathematics Extension 1 – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Topic Test ME-V1.1 Introduction to Vectors ME-V1.2 Further operations with vectors ME-V1.3 Motion, Forces and Projectiles ME-C2 Derivatives of inverse functions and inverse trigonometric functions	Investigation-style Task (with Evaluation Test) ME-P1 Proof by Mathematical Induction	Topic Test ME-C3.1 Further area and volumes of solids of revolution ME-C3.2 Differential Equations ME-S1 The Binomial Distribution ME-T3 Trigonometric Equations	Trial HSC Examination All Content Studied	Weighting %
Timing (date due)	Term 4 Week 8	Term 1 Weeks 2/3	Term 2 Week 8	Term 3 Week 4/5	
Outcomes Assessed	ME 12-2, ME12-4, ME12-6, ME12-7	ME12-1, ME12-6, ME12-7	ME 12-3, ME 12-4, ME12-5, ME12-6, ME12-7	All outcomes	
Components					
Understanding, Fluency and Communicating	12.5	10	12.5	15	
Problem solving, Reasoning and justification	12.5	10	12.5	15	50
Total Value%	25	20	25	30	100

Subject Outcomes:

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 problem

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 for



Mathematics Assessment Schedule

Mathematics Extension 2 – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of the Task Syllabus Content	Topic Test MEX-N1 Intro. to Complex Numbers MEX-N2 Using Complex Numbers	Investigation-style Task (with Evaluation Test) MEX-P1 The Nature of Proof MEX-P2 Further Proof by Mathematical Induction	Topic Test MEX-C1 Further Integration MEX-V1 Further Vectors MEX-M1 Mechanics	Trial HSC Examination All topics	
Timing (date due)	Term 4 Week 9	Term 1 Week 5/6	Term 2 Week 8/9	Term 3 Weeks 4/5	
Outcomes Assessed	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-7, MEX12-8	MEX12-3, MEX12-5, MEX12-6, MEX12-7, MEX12-8	All outcomes	
Components					
Understanding, Fluency and Communicating	12.5	10	12.5	15	
Problem solving, Reasoning and justification	12.5	10	12.5	15	50
Total Value %	25	20	25	30	100

Subject Outcomes:

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



Mathematics Assessment Schedule

Mathematics Standard 1 – HSC 2024 *Category B*

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Topic Test MS-M4 Rates MS-M5 Scale Drawings MS-M3 Right-angled Triangles	Investigation-style Task (with Evaluation Test) MS-A3.1 Simultaneous Linear Equations MS-A3.2 Graphs of Practical Situations	Topic Test MS-S3 Further Statistical Analysis MS-F2 Investment MS-F3 Depreciation and Loans	Trial HSC Examination All studied content MS-N1 Networks and Paths	
Timing (date due)	Term 4 Week 9	Term 1 Week 5/6	Term 2 Week 8/9	Term 3 Weeks 4/5	
Outcomes Assessed	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-5, MS1-12-7, MS1-12-9, MS1-12-10	All outcomes	
Components					Weighting %
Understanding, fluency and communicating	12.5	10	12.5	15	50
Problem solving, reasoning and justification	12.5	10	12.5	15	50
Total Value %	25	20	25	30	100

Subject Outcomes:

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 models to solve practical problems

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

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

MS1-12-7 Solves problems requiring statistical processes

MS1-12-8 Applies network techniques to solve network problems

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

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



Mathematics Assessment Schedule

Mathematics Standard 2 – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Topic Test MS-M7 Rates and Ratios MS-M6 Non-right-angled Trigonometry MS-S4 Bivariate Data Analysis	Investigation-style Task (with Evaluation Test) MS-A4.1 Simultaneous Linear Equations MS-A4.2 Non-Linear Relationships	Topic Test MS-S5 The Normal Distribution MS-F4 Investments and Loans MS-F5 Annuities	Trial HSC Examination All content studied MS-N2 Network Concepts MS-N3 Critical Path Analysis	
Timing (date due)	Term 4 Week 9	Term 1 Weeks 5/6	Term 2 Week 9	Term 3 Weeks 4/5	
Outcomes Assessed	MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-5, MS2-12-7, MS2-12-9, MS2-12-10	All outcomes	
Components					Weighting %
Understanding, fluency and communicating	12.5	10	12.5	15	50
Problem solving, reasoning and justification	12.5	10	12.5	15	50
Total Value %	25	20	25	30	100

Subject Outcomes:

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 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



HSIE and Languages Assessment Schedule

Modern History – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Source Analysis/Research Core Study: Power and Authority in the Modern World 1919 – 1946	Topic Test Japan 1904 – 1937	Historical Analysis Conflict in Europe 1935 – 1945	Trial HSC Examination All studied content	
Timing (date due)	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4/5	
Outcomes Assessed	MH 12-1, MH 12-3, MH 12-4, MH 12-6, MH 12-7, MH 12-8,	MH 12-2, MH 12-6, MH 12-9	MH 12-2, MH 12-5, MH 12-8, MH 12-9	MH 12-1, MH 12-3, MH 12-4, MH 12-5, MH 12-6	
Components					Weighting %
Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	20
Historical inquiry and research	5		15		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total Value %	25	20	25	30	100

Subject Outcomes:

MH 12-1 accounts for the nature of continuity and change in the modern world

MH 12-2 proposes arguments about the varying causes and effects of events and developments

MH 12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH 12-4 analyses the different perspectives of individuals and groups in their historical context

MH 12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH 12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH 12-7 discusses and evaluates differing interpretations and representations of the past

MH 12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH 12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms



Creative and Performing Arts (CAPA) Assessment Schedule

Music 1 – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Task (based on core performance repertoire) Presentation of Core Performance and Musicology	Performance and Hand-In Composition Task Presentation of Elective 1	Performance and In-Class Aural Presentation of Elective 2	Trial HSC Examination Presentation of core performance and electives Aural skills written exam	
Timing (date due)	Term 4 Week 9	Term 1 Week 8	Term 2 Week 5	Term 3 Weeks 4 and 5	
Outcomes Assessed	H1, H2, H3, H5, H9, H11	H1, H2, H3, H5, H11, H10	H1, H2, H3, H5, H6, H11	H1, H2, H3, H5, H6, H11	
Components					Weighting %
Performance Core	10				10
Composition Core		10			10
Musicology Core	10				10
Aural Core			10	15	25
Electives		15	15	15	45
Total Value %	20	25	25	30	100

Subject Outcomes:

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

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

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

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

H5. critically evaluates and discusses performances and compositions

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

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

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

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

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

H11. demonstrates a willingness to accept and use constructive criticism



Personal Development, Health and Physical Education (PDHPE) Assessment Schedule

PDHPE – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Topic Test Core 1: Health Priorities in Australia	Coaching planning / Practical lab Core 2: Factors Affecting Performance	Sports Medicine Manual Option: Sports Medicine	Trial HSC Exam All Content Studied	
Timing (date due)	Term 4 Week 8	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 4/5	
Outcomes Assessed	H1, H2, H3, H4, H5, H14, H15	H7, H9, H8, H10, H17	H8, H13, H16, H17	All outcomes	
Components					Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	15	15	10	20	60
Total Value %	25	25	20	30	100

Subject Outcomes:

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case 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



Science Assessment Schedule Physics – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Practical Task Analysis of Data Research & Presentation Advanced Mechanics	Depth Study /Modelling Research & Presentation Electromagnetism	Research, Analysis of Data & Presentation The Nature of Light	Trial HSC Examination All studied content	
Timing (date due)	Term 4 Week 6	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 4/5	
Outcomes Assessed	PHY 11/12-(1-7) - (ALL SKILLS)	PHY 11/12-(1-7) - (ALL SKILLS), PHY 12-13	PHY 11/12-(1-7) - (ALL SKILLS), PHY 12-14	PHY 11/12-(1-7) - (ALL SKILLS), PHY 12-14	
Components					
Knowledge and understanding of course content		10	5	25	40
Skills in working scientifically	20	20	15	5	60
Total Value %	20	30	20	30	100

Subject Outcomes:

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5 analyses and evaluates primary and secondary data and information

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom



Creative and Performing Arts (CAPA) Assessment Schedule

Visual Arts – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Developing Artistic Practice Submission of works in progress, VAD with annotated research and critical evaluation of material and conceptual intention through The Frames	Essay (Minimum 1,000 words) Extended written research response. Account for the critical and historical interpretation(s) of a selected artist's practice at a certain time and over time.	Development of the Body of Work Submission of artworks under development, VAD including a written account of artmaking practice through the Conceptual Framework	Trial HSC Examination Art Criticism and Art History Written Examination Resolving the Body of Work: artworks undergoing refinement, VAD including curation of works for HSC submission with written evaluation of these decisions	
Timing (date due)	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4/5	
Outcomes Assessed	H1, H2, H3, H4, H9	H8, H9, H10	H1, H2, H3, H4, H6, H8	H2, H4, H5, H6, H7, H8, H9, H10	
Components					Weighting %
Art making	15		15	20	50
Art criticism and art history	10	20	10	10	50
Total Value %	25	20	25	30	100

Subject Outcomes:

- 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
- 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



ST JOHNS PARK
HIGH SCHOOL

Content Endorsed Courses HSC Assessment Schedules 2024



Personal Development, Health and Physical Education (PDHPE) Assessment Schedule Sport, Lifestyle and Recreation Studies – HSC 2024

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of the Task Syllabus Content	Coaching Session Design & Coaching Session Sports Coaching & Training	Topic Test Practical Skills Athletics	Fitness Program Analysis Fitness Training Practical Fitness	Training Session Design & Implementation Games and Sports Apps 2: League & Touch	
Timing (date due)	Term 4 Week 10	Term 1 Week 5	Term 2 Week 3	Term 3 Week 1	
Outcomes Assessed	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4	1.2, 2.2, 4.1, 1.3, 3.2, 3.3	2.1, 3.2, 4.1, 1.1, 1.3, 3.1, 4.4	
Components					Weighting %
Knowledge and understanding (theory)	10	5	20	15	40
Skills (practical)	15	10	15	10	60
Total Value %	25	15	35	25	100

Subject Outcomes:

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



ST JOHNS PARK
HIGH SCHOOL

VET Courses HSC Assessment Schedules 2024

Vocational Education and Training (VET) Courses

- Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages
- VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment
- Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.
- It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.
- Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.
- Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.
- If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.
- If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).
- Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.
- Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.
- Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.
- Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2023 – HSC 2024

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) and
Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
Training Package: CPC08 - Construction, Plumbing and Services (Release 9.9)

NESA course code
2 U X 2 YR - 26211
2022 HSC Exam:
26299
LMBR UI Code:
CPC20220126211B
or
CPC20120126211B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
6 PRELIMINARY UOCs							240 Indicative Hours over 2 years 40% Preliminary Exam 35 hrs. Work placement
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	
Term 3	CPCCCOM2001 CPCCPOM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	
11 HSC UOCs							35 hrs. Work placement 60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Terms 4/5 Option 1	CPCCBL20001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	CP-E C-E	E E	30	Cluster 5 – Brick and Blocklaying	
Terms 4/5 Option 2	CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	CP-E C-E	E E	35	Cluster 5 – Wall and Floor Tiling	
Terms 4/5 Option 3	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	CP C-E	E E	40	Cluster 5 – Joinery	
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	
Terms 5/6/7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235- 240 245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

School Name: St Johns Park High School

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 2	Task 3	Task 4		Trial Exam**
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Date: TBA	Date: TBA	Date: TBA		Week 4/5
						Term 3
						Date: TBA
Code	Unit of Competency					
SITHIND006	Source and use information on the hospitality industry	x				
SITHFAB024	Prepare and serve non-alcoholic beverages		x			
SITHFAB025	Prepare and serve espresso coffee		x			
SITHFAB027	Serve food and beverages		x			
BSBTWK201	Work effectively with others			x		
SITHIND007	Use hospitality skills effectively			x		

Depending on the achievement of units of competency, the possible qualification outcome is **SIT20322 Certificate II in Hospitality**

The exam tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
 RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
 Preliminary Year 2023 - HSC 2024
 QUALIFICATION: SIR30216 Certificate III in Retail (Release 4)
 Training Package: Retail Services (Release 7.0)

NESA course code
 2 U X 2 YR - 26911
 HSC Exam: 26999
 LMBR UI Code:
 (11 OR 12) SIR30216|26911B

TERM	Unit Code	Units of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%	
		7 PRELIMINARY UOCs						
Term 1	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation	240 Indicative Hours over 2 years	
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	35 hrs Work placement 40% Preliminary Exam	
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence		
		7 HSC UOCs						
Term 4-5	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	Cluster D: Sales & Security Questioning, scenario, role play	35 hrs Work placement 60% Trial HSC Exam	
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.	
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours		245	Units of competency from the HSC focus areas will be included in the optional HSC examination.		



ST JOHNS PARK
HIGH SCHOOL

HSC Assessment Term Planner 2023-2024

Term Planner – Term 4, 2023

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
October	1A	T4 School Starts 9 October		HSC Exams commence			
October	2B						
October	3A						
October	4B					HSC Exams conclude	
November	5A	TBA - HSC 2024 Information Evening					
November	6B						
November	7A						
November	8B						
November/ December	9A						
December	10B				HSC Results Released	Last Day School 15 December	
December	11A	SDD	SDD	Holidays	Holidays	Holidays	Holidays

Term Planner – Term 1, 2024

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
January/ February	1A		SDD	SDD	School Starts Years 7, 11 & 12 1 February	School Starts Years 8, 9 & 10 2 February	
February	2B						
February	3A						
February	4B						
February	5A			School Photos	School Swimming Carnival		
March	6B					Zone Swimming Carnival	
March	7A				Elevate Study Skills		
March	8B						
March	9A					Good Friday	
April	10B	Easter Monday					
April	11A					Last Day School 12 April	

Term Planner – Term 2, 2024

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
April		Holidays	Holidays	Holidays	Holidays	Holidays	Holidays
April	1A	SDD	School Starts 30 April				
May	2B					School Cross Country	
May	3A						
May	4B						
May	5A			Zone Athletics	Zone Athletics		
May/ June	6B						
June	7A	King's Birthday Public Holiday					
June	8B						
June	9A						
June	10B					Last Day School 5 July	Holidays
June/ July		Holidays	Holidays	Holidays	Holidays	Holidays	Holidays

Term Planner – Term 3, 2024

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
July	1A	SDD	School Starts 23 July				
July	2B		Elevate Study Skills				
August	3A			SSW Athletics	SSW Athletics		
August	4B	Trial HSC	Trial HSC	Trial HSC	Trial HSC	Trial HSC	
August	5A	Trial HSC	Trial HSC	Trial HSC	Trial HSC	Trial HSC	
August	6B						
September	7A						
September	8B						
September	9A						
September	10B		Year 12 Graduation (TBC)		Year 12 Formal 26 September	Last Day School 27 September	

Term Planner – Term 4, 2024

Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
October	1A	School Starts 14 October	HSC Exams commence				
October	2B						
October	3A						
October	4B					HSC Exams conclude	
November	5A						
November	6B						
November	7A						
November / December	8B						
December	9A						
December	10B			HSC Results Released	Last Day School 19 December	SDD	
		Holidays	Holidays	Holidays	Holidays	Holidays	Holidays

Excellence in Education



ST JOHNS PARK HIGH SCHOOL

<https://stjohnspk-h.schools.nsw.gov.au/>

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