



ST JOHNS PARK HIGH SCHOOL

PRELIMINARY 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:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams.

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:

- followed the course developed or endorsed by the NSW Education Standards Authority; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes

NSW Education Standards Authority considers that 85% 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

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 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
- 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.

Board Developed 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

✓	Do your students who complete the Higher School Certificate in 2020 meet the following pattern of study requirements?
	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]
	Any one of, or combination of, Year 11 Science courses are a prerequisite for entry into Science Extension in Year 12. Students must continue studying at least one Science course in Year 12 while studying Science Extension. [Ref: ACE 8006]
	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 in 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.
	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 .
	From 2025, there will be no distinction between Category A and Category B courses. To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of HSC courses. These courses must include at least: <ul style="list-style-type: none"> • 10 units of Board Developed courses • 2 units of English • three Board Developed courses of 2 units or greater • four subject areas. Your ATAR is then calculated from your: <ul style="list-style-type: none"> • best 2 units of English • best 8 units from your remaining units. [Ref: https://www.uac.edu.au/future-applicants/atar/atar-eligibility]
	Schools should note that additional departmental curriculum requirements (e.g. Life Ready) 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>
- **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

Cheating or malpractice is about doing the wrong thing by behaving dishonestly. It could be:

- copying in an exam from another student or using information secretly brought in
- handing in work that someone else did and saying it is your own
- making up journal entries for a research project
- using information from the internet or elsewhere (e.g. books, journals, DVDs), and not acknowledging the source.

You have a responsibility to make sure that you understand the difference between what is honest and what is dishonest in relation to all your work for the HSC.

Cheating is not only bad for you as a person, it is very unfair to other students. It may give you an unfair advantage.

For many years, the *NSW Education Standards Authority (Teaching and Educational Standards)* has collected and published information on malpractice in HSC examinations. NESAs has now instituted a Register of Malpractice in HSC Assessment Tasks that will build on that body of knowledge.

All instances of proven malpractice in HSC assessment tasks must be entered into the Register. All schools are required to participate by entering information on proven cases of malpractice in HSC assessment tasks.

At the end of the year, the Board will aggregate the data provided by schools without identifying either the school or the students involved.

The key data included in the Register is:

- the course involved
- the type of offence
- the nature of the assessment task
- the penalty applied

Malpractice is any attempt to gain an unfair advantage over other students. Types of malpractice in HSC assessment tasks may include, but are not limited to;

- being in possession of unauthorised notes or electronic devices during a test or examination
- using the words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- paying someone to write or prepare an assessment task
- late submission of an assessment task where it is proven to be a deliberate mechanism to gain advantage over other students
- a non-serious attempt that is deemed to be frivolous or offensive

The implementation of this Register is supported by the Independent Commission against Corruption.



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.
- 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 and guidelines.
- **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.
- 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.
- 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 pi, 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>



Preliminary Assessment Task Extension Application

Name:		Class:	
Course:		Teacher:	
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:		Class:	
Course:		Teacher:	
Assessment Task No		Due Date of Task:	
The extension has/has not been approved. Provide Reason:			
Signature of Head Teacher:		Date:	

Notification to Student:

Name:		Class:	
Course:		Teacher:	
Assessment Task No		Due Date of Task:	
The extension has/has not been approved. Provide Reason:			
Signature of Head Teacher:		Date:	



Assessment Reviews and Appeals for the HSC

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 confirm 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: stjohospk-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 Preliminary Course

This letter is 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 who are in danger of not meeting course requirements 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 {incident number} **official warning** we have issued notifying you that {FirstName} is at risk of not completing the above course. Previous warning(s) were sent to you on {INSERT DATES HERE}

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. It may also mean that the student is unable to proceed to the Higher School Certificate course if he has not satisfactorily completed the Preliminary Course

{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/Course Requirement/ Course Outcome	Percentage weighting (if applicable)	Date Task Initially Due	Action required by student	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 thatis 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.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

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 Preliminary Assessment Schedules 2024



Industrial Arts Assessment Schedule Agriculture – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task	Research Assignment	Project	Yearly Examination	
Syllabus Content	Plant Growth Trial	Poultry Growth Study	All content studied	
Timing (date due)	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9/10	
Outcomes	P1.1, P1.2, P2.1, P2.3. P4.1	P2.2, P3.1, P4.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1 P4.1, P5.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems	10	10	20	40
Skills in effective research, experimentation and communication	10	10		20
Total Value %	30	30	40	100

Subject Outcomes:

P1.1 describes the complex, dynamic and interactive nature of agricultural production systems

P1.2 describes the factors that influence agricultural systems

P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems

P2.3 describes the farm as a basic unit of production.

P4.1 applies the principles and procedures of experimental design and agricultural research

P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems

P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements

P4.1 applies the principles and procedures of experimental design and agricultural research

P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products



Human Society and Its Environment (HSIE) Assessment Schedule

Ancient History – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Oral presentation Ancient Site	Historical Investigation Ancient Society	Preliminary Examination All content studied	
Timing (date due)	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9/10	
Outcomes Assessed	AH11-6, AH11-8, AH11-9, AH11-10	AH11-2, AH11-5, AH11-7, AH11-8, AH11-9	AH11-1, AH11-3, AH11-4, AH11-6, AH11-9	
Components				Weighting %
Knowledge and understanding of course content	10	5	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total Value %	30	30	40	100

Subject Outcomes

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-4 accounts for the different perspectives of individuals and groups

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument.

AH11-7 discusses and evaluates differing interpretations and representations of the past.

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history



Science Assessment Schedule Biology – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Depth Study/Fieldwork Diversity & Ecosystems	Practical Skills Task Cells & Living things	Preliminary Examination All content studied	
Timing (date due)	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 9/10	
Outcomes Assessed	BIO 11/12-1, BIO 11/12-2, BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-7, BIO 11-10, BIO 11-11	BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6 BIO 11/12-7, BIO 11-8, BIO 11-9	BIO 11/12-(1-7) (All Skills) BIO 11-(8-11) (All Knowledge)	
Components				
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	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

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem



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

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Nature of Business Business Report	Nature of Business and Business Management Topic test	Preliminary Examination All content studied	
Timing (date due)	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9/10	
Outcomes Assessed	P1, P2, P6, P8	P4, P6, P8, P10	P3, P5, P7, P9	
Components				Weighting %
Knowledge & understanding of course content	5	15	20	40
Stimulus based skills	5	10	5	20
Inquiry & Research	10	5	5	20
Communication of business information, ideas and issues in appropriate forms	10		10	20
Total Value %	30	30	40	100

Subject Outcomes

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations



Science Assessment Schedule Chemistry – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Depth Study – Modelling Research and Video Presentation Module 1 – Properties and Structure of Matter	Incorporating elements of a depth study Practical Task & Analysis of Data Module 2 – Quantitative Chemistry Module 3 – Reactive Chemistry	Preliminary Examination All content studied	
Timing (date due)	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9/10	
Outcomes Assessed	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-9	CH11/12-1 to CH11/12-7 (all skills) CH11-8 to CH11-11 (all knowledge)	
Components				Weighting %
Knowledge and understanding of course content	20	20	20	60
Skills in critical thinking, research methodology, analysing and communicating	10	10	20	40
Total Value %	30	30	40	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

CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter

CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11-11 analyses the energy considerations in the driving force for chemical reactions



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

Community and Family Studies – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Leadership Profile - Research and Extended Response Core 1: Resource Management Core 2: Individuals & Groups	Community Report – Research & Analysis Core 3: Families & Communities	Preliminary Examination All content studied	
Timing (date due)	Term 2 Week 2	Term 3 Week 2	Term 3 Weeks 9/10	
Outcomes Assessed	P2.1, P4.1, P4.2, P5.2	P3.1, P4.1, P4.2	All outcomes	
Components				Weighting %
Knowledge and understanding of course content	15	5	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	25	15	60
Total Value %	35	30	35	100

Subject Outcomes:

- P1.1 describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 account for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision-making



English Assessment Schedule Drama – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Theatricality Group Performance and Logbook	Elements of Production in Performance Performance Night	Theatre Traditions and Performance Styles Performance + Presentation	
Timing (date due)	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9/10	
Outcomes Assessed	P1.1, P1.2, P1.3, P1.5, P1.7, P2.1, P2.6, P3.1	P1.1, P1.4, P1.5, P1.6, P1.7, P1.8, P2.2, P2.3, 2.5, 3.1	P3.1, P3.2, P3.3, P2.6, P2.4, P3.4	
Components				Weighting %
Making	10	20	10	40
Performing	10	10	10	30
Critically Studying	10	10	10	30
Total Value %	30	40	30	100

Subject Outcomes:

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 account for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision-making



Science Assessment Schedule

Earth and Environmental Science – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of the Task Syllabus Content	Fieldwork and Report Module 1 / 2	Data analysis Module 3 / 4	Preliminary Examination All content studied	
Timing (date due)	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9/10	
Outcomes Assessed	EES11-11, EES11/12-1, EES11/12-2 EES11/12-5, EES11/12-7, EES11/12-8	EES11-8, EES11-9, EES11/12-4 EES11/12-5, EES11/12-7	EES11-8, EES11-9, EES11-10, EES11-11, EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7	
Components				
Skills in working scientifically	20	10	30	60
Knowledge and understanding	10	20	10	40
Total Value %	30	30	40	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

EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated

EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries

EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems

EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes



Human Society and Its Environment (HSIE) Assessment Schedule Economics – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Research response Introduction to Economics and Consumer and Business	Topic test Markets and Government	Preliminary Examination All content studied	
Timing (date due)	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 9/10	
Outcomes Assessed	P1, P4, P7, P8, P9, P12	P1, P2, P3, P5, P6, P8	P1, P2, P5, P8, P10, P11	
Components				Weighting %
Knowledge & understanding of course content	5	10	25	40
Stimulus based skills	5	5	10	20
Inquiry & Research	15	5		20
Communication of business information, ideas and issues in appropriate forms	5	10	5	20
Total Value %	30	30	40	100

Subject Outcomes

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information, ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts
- P12 works independently and in groups to achieve appropriate goals in set timelines



Industrial Arts Faculty Assessment Schedule Engineering Studies – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Engineering Material Study (Mandatory task) Engineered Products Module	Investigation and Presentation Braking Systems modules	Preliminary Examination All content studied	
Timing (date due)	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9/10	
Outcomes Assessed	P1.1, P2.2, P3.1, P3.2, P5.1, P6.2	P1.1, P2.1, P3.1, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2	P1.2, P2.1, P3.1, P3.3 P4.2, P4.3, P6.1	
Components				
Knowledge and understanding of course content		20	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
Total Value %	20	40	40	100

Subject Outcomes

- P1.1 identifies the scope of engineering and recognises current innovations
- P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering
- P2.1 describes the types of materials, components and processes and explains their implications for engineering development
- P2.2 describes the nature of engineering in specific fields and its importance to society
- P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P3.2 develops written, oral and presentation skills and applies these to engineering reports
- P3.3 applies graphics as a communication tool
- P4.1 describes developments in technology and their impact on engineering products
- P4.2 describes the influence of technological change on engineering and its effect on people
- P4.3 identifies the social, environmental and cultural implications of technological change in engineering
- P5.1 demonstrates the ability to work both individually and in teams
- P5.2 applies management and planning skills related to engineering
- P6.1 applies knowledge and skills in research and problem-solving related to engineering
- P6.2 applies skills in analysis, synthesis and experimentation related to engineering



English Assessment Schedule English (Advanced) – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Imaginative Text Composition & Reflection Reading to Write	Multimodal Task Module A – Narratives that Shaped the World	Preliminary Examination Module B – Critical Study of Literature	
Timing (date due)	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9/10	
Outcomes Assessed	EA11-1, EA11-3, EA11-5 EA11-7, EA11-8, EA11-9	EA11-1, EA11-2, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-5, EA11-6, EA11-7, EA11-8	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total Value %	30	30	40	100

Subject Outcomes

EA11 1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11 2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11 3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11 4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11 5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11 6 investigates and evaluates the relationships between texts

EA11 7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11 8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11 9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner



English Assessment Schedule English (Standard) – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Imaginative Text Composition & Reflection Reading to Write	Multimodal Task Module A – Contemporary Possibilities	Preliminary Examination Module B – Close Study of Literature	
Timing (date due)	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9/10	
Outcomes Assessed	EN11-1, EN11-3, EN11-5, EN11-6, EN11-7, EN11-8, EN11-9	EN11-1, EN11-2, EN11-4, EN11-5	EN11-1, EN11-3, EN11-5, EN11-6, EN11-7, EN11-8	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total Value %	30	30	40	100

Subject Outcomes

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6 investigates and explains the relationships between texts

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning

EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner



English Assessment Schedule English Studies – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task	Writing Portfolio	Multimodal Presentation	Preliminary Examination	
Syllabus Content	All modules		All content studied	
Timing (date due)	Terms 1-3 Ongoing	Term 2 Week 7	Term 3 Weeks 9/10	
Outcomes Assessed	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-9	ES11-1, ES11-4, ES11-5 ES11-6, ES11-7, ES11-8, ES11-9	
Components				Weighting %
Knowledge and understanding of course content	20	15	15	50
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	20	15	15	50
Total Value %	40	30	30	100

Subject Outcomes

ES11-1 comprehends and responds 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

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-4 composes a range of texts with increasing accuracy and clarity in different forms

ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES11-7 represents own ideas in critical, interpretive and imaginative texts

ES11-8 identifies and describes relationships between texts

ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning



Home Economic Assessment Schedule

Enterprise Computing – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Interactive media and UX project	Networking systems and social computing project	Preliminary Examination All content studied	
Timing (date due)	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9/10	
Outcomes Assessed	EC-11-04, EC-11-08, EC-11-09, EC-11-11	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	EC-11-01, EC-11-02, EC-11-03, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11	
Components				Weighting %
Knowledge and understanding of course content	10	10	30	50
Knowledge and skills in the practical application of the content	15	25	10	50
Total Value %	25	35	40	100

Subject Outcomes:

- EC-11-01 describes how systems are used in a range of enterprises
- EC-11-02 describes the function of data and information within enterprise computing systems
- EC-11-03 describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
- EC-11-04 describes how data is used in enterprise computing systems
- EC-11-05 applies tools and resources to analyse datasets
- EC-11-06 explains how innovative technologies have influenced enterprise computing systems
- EC-11-07 explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
- EC-11-08 selects and uses tools and resources to design and develop an enterprise computing system
- EC-11-09 documents the management and evaluates the development of an enterprise solution
- EC-11-10 investigates the effectiveness of an enterprise computing system
- EC-11-11 communicates an enterprise computing solution to an intended audience



Industrial Arts Assessment Schedule

Industrial Technology - Timber Products and Furniture Technology - Preliminary 2024

Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of the Task Syllabus Content	Industry Case Study	Preliminary Project	Preliminary Examination All content studied	
Timing (date due)	Term 1 Week 6	Term 3 Week 6	Term 3 Weeks 9/10	
Outcomes Assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Components				
Knowledge and understanding of course content	10	20	10	40
Knowledge and skills in the management, communication and production of projects	20	20	20	60
Total Value %	30	40	30	100

Subject Outcomes

P1.1 describes the organisation and management of an individual business within the focus area industry

P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies

P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques

P2.2 works effectively in team situations

P3.1 sketches, produces and interprets drawings in the production of projects

P3.2 applies research and problem-solving skills

P3.3 demonstrates appropriate design principles in the production of projects

P4.1 demonstrates a range of practical skills in the production of projects

P4.2 demonstrates competency in using relevant equipment, machinery and processes

P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects

P5.1 uses communication and information processing skills

P5.2 uses appropriate documentation techniques related to the management of projects

P6.1 identifies the characteristics of quality manufactured products

P6.2 identifies and explains the principles of quality and quality control

P7.1 identifies the impact of one related industry on the social and physical environment

P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment



Science Assessment Schedule Investigating Science – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of the Task Syllabus Content	Data analysis	Making a Model	Preliminary Examination All content studied	
Timing (date due)	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9/10	
Outcomes Assessed	INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9	INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-10, INS11-11	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-7 and one from: INS11-8, INS11-9, INS11-10, INS11-11	
Components				
Skills in working scientifically	20	10	30	60
Knowledge and understanding	10	20	10	40
Total Value %	30	30	40	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

INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations

INS11-9 examines the use of inferences and generalisations in scientific investigations

INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

INS11-11 describes and assesses how scientific explanations, laws and theories have developed



Human Society and Its Environment (HSIE) Assessment Schedule

Legal Studies – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Topic Test The Legal System	Research Task The Individual and the Law & Law in Practice	Preliminary Examination All content studied	
Timing (date due)	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 9/10	
Outcomes Assessed	P1, P3, P9	P4, P5, P6, P8, P9	P2, P3, P4, P7, P10	
Components				
				Weighting %
Knowledge & Understanding of course content	30	5	25	60
Inquiry and research		20		20
Communication of Legal Studies Information, issues and ideas in appropriate form		5	15	20
Total Value %	30	30	40	100

Subject Outcomes

P1 identifies and applies legal concepts and terminology

P2 describes the key features of Australian and international law

P3 describes the operation of domestic and international legal systems

P4 discusses the effectiveness of the legal system in addressing issues

P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

P6 explains the nature of the interrelationship between the legal system and society

P7 evaluates the effectiveness of the law in achieving justice

P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents

P9 communicates legal information using well-structured responses

P10 accounts for differing perspectives and interpretations of legal information and issues



Mathematics Assessment Schedule

Mathematics Advanced (Year 10 Accelerated) – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Investigation Style Task Functions Further functions	Topic Test Algebraic techniques Equations and inequalities Trigonometry Trigonometric functions Introduction to differentiation	Preliminary Examination Probability Discrete probability distributions Exponential and logarithmic functions All content studied in this course	
Timing (date due)	Term 1 Weeks 8/9	Term 2 Weeks 4/5	Term 3 Weeks 9/10	
Outcomes Assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-3, MA11-4, MA11-5	MA11-6, MA11-7, All other outcomes	
Components				Weighting %
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	10	20	20	50
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	10	20	20	50
Total Value %	20	40	40	100

Subject Outcomes

MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems

MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9 provides reasoning to support conclusions which are appropriate to the context



Mathematics Assessment Schedule

Mathematics Extension 1 (Accelerated) – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Investigation Style Task Further Functions	Topic Test Further Inequalities Quadratic inequalities Further Trigonometric Identities Related rates of change Motion in a straight line Roots of polynomial equations Permutations and Combinations	Preliminary Examination Polynomials and Inverse Functions Inverse trigonometric functions Exponential Growth and Decay Further Exponential Growth & Decay All content studied in this course	
Timing (date due)	Term 1 Week 7/8	Term 2 Week 4/5	Term 3 Weeks 9/10	
Outcomes Assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-3, ME11-5	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Components				Weighting %
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	10	20	20	50
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	10	20	20	50
Total Value %	20	40	40	100

Subject Outcomes

ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

ME11-2 manipulates algebraic expressions and graphical functions to solve problems

ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay & related rates of change

ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering

ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs



Mathematics Assessment Schedule

Mathematics Standard – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Investigation Style Task Measurement and Energy Perimeter, area and volume Formula and Equations	Topic Test Earning and Managing money Interest and depreciation Budgeting and household expenses	Preliminary Examination Linear Relationships Working with Time Exploring and describing data Relative frequency and probability Classifying and representing data All content studied in this course	
Timing (date due)	Term 1 Week 7/8	Term 2 Week 4/5	Term 3 Weeks 9/10	
Outcomes Assessed	MS11-3, MS11-4, MS11-5, MS11-9, MS11-10	MS11-1-1, MS11-8, MS11-2,	MS11-1-2, MS11-6-1, MS11-7, MS11-3-2, MS11-6-2 + All others	
Components				Weighting %
Understanding, fluency and communication	10	20	20	50
Problem solving, reasoning and justification	10	20	20	50
Total Value %	20	40	40	100

Subject Outcomes

- MS11-1 Uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 Represents information in symbolic, graphical and tabular form
- MS11-3 Solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 Performs calculations in relation to two-dimensional figures
- MS11-5 Models relevant financial situations using appropriate tools
- MS11-6 Makes predictions about everyday situations based on simple mathematical models
- MS11-7 Develops and carries out simple statistical processes to answer questions posed
- MS11-8 Solves probability problems involving multistage events
- MS11-9 Uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 Justifies a response to a given problem using appropriate mathematical terminology and/or calculations



Human Society and Its Environment (HSIE) Assessment Schedule

Modern History – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Source Analysis Investigating Modern History: Nature of Modern History Contestability of the Past	Historical Investigation The causes and impacts of an Historical event	Preliminary Examination All content studied	
Timing (date due)	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9/10	
Outcomes Assessed	MH11-4, MH11-6, MH11-8, MH11-9, MH11-10	MH11-2, MH11-3, MH11-5, MH11-7, MH11-8, MH11-9	MH11-1, MH11-3, MH11-5, MH11-6	
Components				Weighting %
Knowledge and understanding of course content	5	10	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total Value %	30	30	40	100

Subject Outcomes

MH11-1 describes the nature of continuity and change in the modern world.

MH11-2 proposes ideas about the varying causes and effects of events and developments.

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past.

MH11-4 accounts for the different perspectives of individuals and groups.

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world.

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument.

MH11-7 discusses and evaluates differing interpretations and representations of the past.

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history.



Creative and Performing Arts (CAPA) Assessment Schedule

Music 1 – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Performance Core In class – Performance (individual assessment)	Composition / Musicology Hand in task – Composition and Online submission and Musicology research task	Performance and Written Exam Preliminary Examination Individual Performance and Written Exam (Aural Skills)	
Timing (date due)	Term 1 Week 8	Term 2 Week 9/10	Term 3 Weeks 9 /10	
Outcomes Assessed	P1, P3, P9, P10 and P11	P7, P8, P2 and P4	P1, P3, P9, P10 and P11 (Perf.) P5 and P6 (Aural)	
Components				Weighting %
Performance Core	25		15	40
Composition Core		20		20
Musicology Core		15		15
Aural Core			25	25
Total Value %	25	35	40	100

Subject Outcomes:

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism



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

PDHPE – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Research task Core 1: Better Health for Individuals	Topic test Core 2: The Body in Motion	Preliminary Examination All content studied	
Timing (date due)	Term 1 Week 9	Term 3 Week 3	Term 3 Weeks 9/10	
Outcomes Assessed	P1, P2, P3, P 4, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1-P12	
Components				Weighting %
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research methodology, analysing and communicating.	20	20	20	60
Total Value %	35	35	30	100

Please note: In addition to the above assessment schedule, the following two options will be part of mandatory class course requirements;

- **Option 2:** First Aid –Senior First Aid Certificate
- **Option1:** Fitness Choices –Fitness Choices report

Subject Outcomes

P1 identifies and examines why individuals give different meanings to health
 P2 explains how a range of health behaviours affect an individual's health
 P3 describes how an individual's health is determined by a range of factors
 P4 evaluates aspects of health over which individuals can exert some control
 P5 describes factors that contribute to effective health promotion
 P6 proposes actions that can improve and maintain an individual's health
 P7 explains how body systems influence the way the body moves
 P8 describes the components of physical fitness and explains how they are monitored
 P9 describes biomechanical factors that influence the efficiency of the body in motion
 P10 plans for participation in physical activity to satisfy a range of individual needs

P11 assesses and monitors physical fitness levels and physical activity patterns
 P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
 P13 develops, refines and performs movement compositions in order to achieve a specific purpose
 P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
 P15 forms opinions about health-promoting actions based on a critical examination of relevant information
 P16 uses a range of sources to draw conclusions about health and physical activity concepts
 P17 analyses factors influencing movement and patterns of participation



Science Assessment Schedule Physics – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Depth Study/ Practical Task & Analysis of Data incorporating elements of a depth study Kinematics & Dynamics	Depth Study /Modelling Task Research & Presentation Electricity & Magnetism	Preliminary Examination All content studied	
Timing (date due)	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 9/10	
Outcomes Assessed	PHY 11/12-3, PHY 11/12-4 PHY 11/12-5, PHY 11/12-6 PHY 11/12-7, PHY 11-8, PHY 11-9	PHY 11/12-(1-7) - (ALL SKILLS) PHY 11-10, PHY 11-11	PHY 11/12-(1-7) - (ALL SKILLS) PHY 11/12-(8-11) - (All Knowledge)	
Components				Weighting %
Skills in working scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total Value %	30	30	40	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

PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration

PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy

PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism



Creative and Performing Arts (CAPA) Assessment Schedule

Visual Arts – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	<p>Ceramics Clay works VAD will include a record the development of artistic practice including a written critical analysis of studied past HSC artworks.</p> <p>Hand building and Wheel Throwing</p>	<p>3D cardboard sculpture VAD will include a record the development of artistic practice including a written critical analysis of related artworks.</p> <p>Appropriation</p>	<p>Preliminary Examination Art Criticism and Art History Written Examination</p>	
Timing (date due)	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9/10	
Outcomes Assessed	P1 - P10	P1 - P10	P7 - P10	
Components				Weighting %
Art making	25	25		50
Art Criticism and Art History	10	15	25	50
Total Value %	40	40	25	100

Subject Outcomes

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in artmaking
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed



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Content Endorsed Course Preliminary Assessment Schedules 2024



Home Economic Assessment Schedule

Exploring Early Childhood – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task	Research Task	Case Study and Ovation	Preliminary Examination	
Syllabus Content	TBA	TBA	All content studied	
Timing (date due)	Term 1 Week 6	Term 2 Week 10	Term 3 Week 9/10	
Outcomes Assessed	P1.1, P1.4, P2.1, P5.1, P6.1, P6.2	P1.2, P1.3, P1.4, P2.2, P2.3, P2.4, P4.1, P4.2, P5.1	All outcomes studied	
Components				Weighting %
Knowledge and understanding of course content	10	20	20	50
Skills	20	20	10	50
Total Value %	30	40	30	100

Subject Outcomes:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others



Personal Development, Health and Physical Education (PDHPE) Assessment Schedule Sport, Lifestyle and Recreation Studies (1 unit) – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Part A: In class topic test Part B: Practical Application Athletics	Part A: Research Task Part B: Practical Application Resistance Training	Part A: Training Session Design Part B: Practical Application Sports Coaching and Training	
Timing (date due)	Term 1 Week 8	Term 2 Week 9	Term 3 Week 7	
Outcomes Assessed	1.1,2.1, 2.2, 3.1,4.4	1.3, 2.1, 3.2, 4.2, 4.4, 4.5	1.3, 3.2, 4.2, 4.5	
Components				Weighting %
Knowledge and understanding of course content	20	15	15	50
Skills	15	20	15	50
Total Value %	35	35	30	100

Subject Outcomes:

- 1.1 applies the rules & conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates & interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects & participates in physical activities that meet individual needs, interests & abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts

- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity



Personal Development, Health and Physical Education (PDHPE) Assessment Schedule Sport, Lifestyle and Recreation Studies (2 unit) – Preliminary 2024

Task Number	Task 1	Task 2	Task 3	
Nature of the Task Syllabus Content	Part A: Research Task Part B: Practical Application Resistance Training	Part A: Planning Report Part B: Practical Application Sports Administration	Part A: In class topic test Part B: Practical Application Games and Sports Applications (Soccer)	
Timing (date due)	Term 1 Week 8	Term 3 Week 9	Term 3 Week 7	
Outcomes Assessed	1.3, 4.4, 2.1, 3.2	1.1, 1.6, 4.2, 4.5	2.1, 4.1, 4.4	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills	20	15	15	50
Total Value %	35	35	30	100

Subject Outcomes:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts

- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity



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VET Courses Preliminary Assessment Schedules 2024

School Delivered 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 an HSC or RoSA and a national qualification or statement of attainment 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 RTOs are accredited to deliver and assess VET qualifications to secondary 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.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to 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 expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

School Name: St Johns Park High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
			Week	Week	Week	Week	Week
			Term	Term	Term	Term	Term
Code	Unit of Competency	HSC Examinable Unit	Date	Specific Dates to be advised by teacher			Date
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and <u>organise</u> work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".



School Name: St Johns Park High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week	Week	Week
Code	Unit of Competency	Term	Term	Term
		Date	Date	Date
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Specific Dates to be advised by teacher

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

* **Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

School Name: St Johns Park High School

Assessment Schedule Year 11 2024

Assessment Tasks for SIR30216 Certificate III in Retail		Task 1	Task 2	Task 3	EXAM (Optional)
		Safety and Spotless	Working in the Industry	Customer Service	
		Week	Week	Week	
Term 1	Term 1-2	Term 2-3			
Code	Unit of Competency	Date Specific Dates to be advised by teacher			Date
SIRWHS002	Contribute to workplace health and safety	X			
SIRXIND002	Organise and maintain a store environment	X			
SIRXIND001	Work effectively in a service environment		X		
SIRXCOM002	Work effectively in a team		X		
SIRXCEG001	Engage the customer			X	
SIRXCEG002	Assist with customer difficulties			X	
SIRXCEG003	Build customer relationships and loyalty			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



ST JOHNS PARK
HIGH SCHOOL

Preliminary Assessment Term Planner 2024

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	Life Ready Course	Life Ready Course	Life Ready Course	Life Ready Course	Life Ready Course	
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			School Athletics Carnival		
April	11A		Multicultural Day			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						
May	3A		School Cross Country				
May	4B						
May	5A				Zone Cross Country		
May/ June	6B						
June	7A	King's Birthday Public Holiday			SSW Cross Country		
June	8B						
June	9A				Zone Athletics	Zone Athletics	
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	SSW Athletics →	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	Preliminary Final Examinations	Preliminary Final Examinations	Preliminary Final Examinations	Preliminary Final Examinations	Preliminary Final Examinations	
September	10B	Preliminary Final Examinations	Preliminary Final Examinations	Preliminary Final Examinations	Preliminary Final Examinations →	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					Incentive Day	
December	10B		Presentation Evening	Last Day School 19 December	SDD	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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