

STUDENT HANDBOOK
ASSESSMENT POLICIES & PROCEDURES
STAGE 6 - 2024

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*To create
the
'best future
imaginable'*

General Information

This booklet contains information to help students through Year 11 (Preliminary HSC) and Year 12 (HSC). In addition, students should be familiar with the booklet from the NSW Education Standards Authority “Rules and Procedures for Higher School Certificate Candidates” which will be distributed to students with this booklet.

Students and parents are encouraged to visit the NSW Education Standards Authority website <http://www.boardofstudies.nsw.edu.au/hsc/> where the syllabuses of all subjects can be found as well as other information.

The guidelines in this booklet should assist students in planning their learning and support their understanding of the rules for the HSC and the consequences should students fail to follow these rules.

It is important for students to clarify any questions or concerns they have directly with their classroom teacher, Head Teacher, or staff at the school. Some changes to assessment schedules, tasks, and programs may occur and students will be notified of this in writing.



Disclaimer

While every effort has been made to ensure the accuracy of details at the time of publication, assessment details and time frames may change due to unforeseen circumstances.

For any questions, students and parents are advised to contact the classroom teacher, Head Teacher, Campus Coordinator or Head of College.

Requirements of Students

What is satisfactory?

You should read the booklet from the NSW Education Standards Authority Teaching and Educational Standards (NESA) “Rules and Procedures for Higher School Certificate Candidates”. This covers most of the things you need to know. Ask the Head Teacher if you need a hard copy of this document.

Please take note especially of the following:

- You must satisfactorily complete Year 11 (Preliminary) before you can enter Year 12 (HSC).
- You must complete a minimum of 12 units of study in Year 11 and a minimum of 10 units in Year 12.
- If you are deemed to be unsatisfactory in your application you will get an ‘N’ award – as with the RoSA (Record of School Achievement). You will be given a warning letter so you have the chance to rectify the situation before this happens.
- NESA has a number of ways it judges whether you are satisfactory. These criteria include:

a) Satisfactory completion of classwork (Diligence)

When you don’t make a serious effort to finish work that is set you will get a warning letter, usually after several pieces of work have been missed. You will have approximately two weeks to finish the outstanding work. If it’s done, you avoid the ‘N’ award. However, if you do not do more pieces of work subsequent letters are sent. The Principal may make an ‘N’ determination which may mean that you may not pass the Preliminary or the HSC, if two or more unredeemed ‘N’ warning letters exist for a course.

b) Satisfactory completion of Assessment tasks

You will be ineligible for the Preliminary HSC or the HSC if you fail to complete assessment tasks to the value of more than 50% of the available marks.

c) Attendance

At Skillset Senior College you must attend a minimum of 85% of your lessons, unless you are able to provide sufficient evidence of valid reasons for the lack of attendance (such as sickness, mental health difficulty, family difficulty, etc.). You will be sent a warning letter if your attendance is unsatisfactory. Unsatisfactory attendance indicates that you are not following the course with due diligence and an ‘N’ warning letter will be issued as outlined in section a) above.

You are in the last stage of High School and it is expected that you take responsibility for the choices you make and the effect these have on your learning. There will be times when you will need to get help – do so early, don’t wait until the problem is beyond fixing. Talk to your parents or parent, your carer, your class teacher; talk to other staff at the school and they can help you to make a plan.

At SSC we pride ourselves on assisting students in both wellbeing and in their academic subjects. You will not be penalised or punished for seeking help from our staff and we encourage you to talk to us when you believe your schooling could be impacted by things happening in your life. We can provide you with direct assistance or help you connect with other services. For example, we have assisted students connect with Veritas House when they did not have stable accommodation.

If you wish to be awarded the HSC

You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course including the following:

- at least 6 units of Board Developed Courses including at least 2 units of a Board Developed Course in English
- at least three courses of 2 units value or greater
- at least four subjects
- at most 6 units of courses in science can contribute to Higher School Certificate eligibility
- you must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the required Higher School Certificate examinations. In VET Frameworks courses the HSC examination is optional.

Admission to University and The ATAR

At Skillset Senior College we do not offer subjects that allow for students to obtain an ATAR. However, we have an increasing number of students who are attending university each year through alternative pathways, such as Early Entry schemes. We have actually found that more students have been successful applicants to university since abandoning the ATAR pathway in 2021.

If you are interested in attending university, we request that you let us know in advance so that we can assist you find the most appropriate pathway for your chosen field of study. Often this involves spending time with the College Mentor (similar to a Careers Advisor) to submit applications early on in your final HSC year.

ATAR Pathway

Please note that the courses on offer at Skillset Senior College **do not** allow for the provision of an Australian Tertiary Admission Ranking (ATAR). If you would like the opportunity to obtain an ATAR this would require the external study of different subjects through an external provider such as The Dubbo School of Distance Education. We cannot guarantee that a course will be available or that this process will be endorsed by the school as it is determined on a case by case basis.

Please note that you if you wish to be eligible for an ATAR, this process must be completed at the start of your Preliminary HSC journey (the start of Year 11). Talk with the Head Teacher or College Mentor if you would like further information about the eligibility of obtaining an ATAR.

Milestone Tasks (Assessment Program)

Your performance, application and the achievement of course outcomes in the Preliminary and HSC courses will be measured through an assessment program. Assessment seeks to give you credit for the mastery of skills and for achievements which may not be adequately evaluated in a single examination. The mark represents a measure of your achievement against a pre-set standard (standards reference). Each course has an individual assessment program which will be made available to you at the beginning of each year in Year 11 and Year 12. Copies of the assessment program will be available on the Skillset Senior College website. A hard copy can also be obtained from the Head Teacher at anytime.

Milestone Tasks

The assessment mark allows for performance over a range of activities to be judged. Assessment tasks may vary between and within subjects. Where possible, assessment tasks will be set so that they are done under the direct supervision of your teachers. Types of tasks to be used will include major examinations such as the yearly, assignments, oral reports, tests and practical tasks. The School-based Assessment will not take account of your conduct and will not compensate for factors such as illness, misadventure or other problems which affect your performance throughout the course. The Assessment will be based on your actual performance in each task and not on your potential performance.

Due Care

Assessment tasks must proceed with the same care and concern for fairness as any other examinations held in our school. Please be aware that an assessment task is a reflection of performance against set criteria at only one specific point in time. You are encouraged to seek clarification as to the requirements of the task from your teacher, as soon as possible after receiving it, to ensure you maximise your opportunity to demonstrate your learning. If you require further scaffolding or skill development to complete the assessment task please discuss this with your teacher as soon as possible.

Assessment Period

The Assessment Period for the Preliminary Course ends with the completion of the final Milestone Tasks at the end of Term 3 and for the HSC ends with the completion of a Trial Examination of final HSC Milestone Task.

The individual assessment schedules for each subject can be found at the rear of this document.

Notification of Assessment

You will be given prior notice of every assessment task. A minimum of two weeks advance warning will be given prior to the date of completion of each assessment task. It is your responsibility if you are absent to obtain any material, including assessment tasks, issued during the absence. See the teachers or wellbeing staff for assistance with this.

Submission of Work

You are to submit your work to your class teacher (or if the class teacher is absent, to the Head Teacher) during the normal period for that subject on the day the work is due, unless you are told otherwise.

Originality of Work – ‘All my own work’

You must not hand in for assessment, as your own, work done by anyone but yourself. All sources of assistance and advice should be acknowledged in any list of references included. In general, you may only submit a piece of work as a part of one assessment task. If you feel that, legitimately, the same piece of work could be submitted on more than one occasion, this should be discussed with the appropriate teacher before submission.

Malpractice will be penalised as follows:

- Cheating or attempting to cheat - loss of all marks.
- Copying or using the works of other students - loss of all marks.

In all cases of malpractice, parents/carers will be notified and a parent meeting will be held to discuss the matter further.

Plagiarism

Work which is not the student's own work will not be accepted. Plagiarism of any form will result in a zero award, an 'N' Warning and parent/caregiver contact.

Use of Electronic Dictionaries, Calculators and Other Electronic Language Devices

The NSW Education Standards Authority provides a list of approved calculators that you may use in the HSC. Electronic dictionaries, translators, mobile phones and other devices that can contain formulae or be used to assist you in accessing an examination or assessment task are not permitted under any circumstances. If you are found to have used such a device in an assessment task or examination, the task or examination will be cancelled, a mark of zero awarded and an 'N' warning letter sent to parents or caregivers explaining what has happened.

Frivolous or Non-Serious Attempts

Any non-serious attempt at an assessment task may lead to you being awarded a zero mark. The Head Teacher, in consultation with the teachers involved, shall determine whether the attempt is non-serious and if so count it as a non-attempt.

Zero Awards and 'N' Warnings

When you fail to complete a task and have been awarded a zero mark, a letter will be forwarded to your parents/carers informing them of this. You may be given additional time to complete the task, or an alternative task if circumstances are significant, however your final mark in the task may be affected. If you receive two 'N' warnings in any one subject you may be declared unsatisfactory for the Certificate for which you are studying.

Late Submission of Tasks

It should be clearly understood that responsibility for submitting required work by the due date rests with you. All tasks at Skillset Senior College are completed within class time and therefore limit the opportunity for students to obtain an unfair advantage over their peers. However, it is still your responsibility to ensure that your task is completed as soon as possible after the due date. Please talk with the Head Teacher or the Wellbeing Team, if you need assistance. A task may still be awarded a **zero** and receive an 'N' warning, if a student does not apply themselves to completing an overdue task.

For research tasks and / or projects which are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a family member or contacting the teacher directly to make a mutually suitable arrangement for its submission such as via email or photos by the due date.

If you are absent for a task, you must bring in a medical certificate on the first day you return to school and give it to the relevant Head Teacher(s). If you fail to do this you may receive a zero mark and an 'N' warning letter.

Sickness

When your sickness has been verified by a medical certificate, the Head Teacher will arrange for you to sit for the missed task or an alternative task.

Misadventure

If you wish to claim 'misadventure' (i.e. difficult circumstances prevented you from completing the task) you should discuss this with your teacher as early as possible. Your teacher, Head Teacher and the Head of College will make a decision about whether you can be offered an exemption or alternative. If you fail to complete tasks in a Course to the value of more than 50% of that Course's total assessment you will be unsatisfactory in that Course. This may mean that you are ineligible to receive the HSC. You will be required to complete a misadventure/illness form.

Substitute Tasks

As part of sickness and misadventure appeals, teachers involved will decide the appropriateness of persisting with a previously set task or creating a substitute task. Where circumstances indicate that the completion of a set task or substitute task seriously disadvantages you, the Head of Curriculum (or Head of College) may authorise an estimate be given for the task. However, you will still need to complete tasks in a Course to the value of more than 50% of that Course's total assessment to receive a satisfactory course result.

Review of Assessment

Marks awarded in assessment tasks are not subject to review. You are encouraged to seek feedback from your teacher with the intent of improving your future performance. If you feel that the process of marking was unfair, you may discuss your concerns with the Head Teacher.

Assessment Appeals

You have a right to appeal on assessment rankings. By the direction of the NSW Education Standards Authority you are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as a part of this process.

In conducting an assessment review, it is necessary for the school to ascertain whether:

- Assessment tasks were carried out in conditions that were fair to all students;
- The weightings specified by the school in its assessment program conform with Board guidelines;
- The procedures used by the school for determining the final assessment mark conform with its stated assessment program, and
- There were computational or other clerical errors in the determination of the assessment mark.

Special Provisions

Special provisions are available for those students who have specific learning and/or disabilities which are likely to affect their results at the Higher School Certificate. These difficulties include hearing deficiencies, sight impairment as well as diagnosed learning difficulties. The provisions are for readers, writers and time extension among other things. To claim special provisions an application form available from the school must be completed, including documents required by the NSW Education Standards Authority.

The closing date for the submission of applications is usually late March. It is the responsibility of the student/parent/caregiver to make application for special provisions through the Head of College, Head Teacher, Head of Wellbeing or the Campus Coordinator.



Courage

Kindness

Consideration



The NSW Education Standards Authority (NESA) Policy

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

- followed the course developed or endorsed by the Board; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- achieved some or all of the course outcomes;
- made a genuine attempt at assessment tasks, which contribute in excess of 50% of available marks, and
- made a genuine attempt to complete the course.

NESA requires principals to issue a minimum of two warnings before a final 'N' determination is made. If this occurs then the subject will not appear on the Year 11 or the Year 12 Record of Achievement. If a determination reduces the total number of units studied to less than eleven, the student will not be eligible for a Preliminary Record of Attendance of the award of a Higher School Certificate.

Expulsion

You may be expelled for "non-satisfactory participation in learning". This means you have not met the outcomes of your courses because of:

- absences
- or
- failure to complete course work.

Before an expulsion occurs you must have received one written warning and been given the opportunity to show improvement. You have the right to appeal a decision to expel you.

PROCEDURES TO BE FOLLOWED IF IT'S CONSIDERED THAT YOU ARE NOT MEETING NSW EDUCATION STANDARDS AUTHORITY REQUIREMENTS.

The 'N' Warning Process – Help to get you back on track

An 'N' warning letter lets you know that you are unsatisfactory in a particular course. The process is designed to identify if you are an "at risk" student and to provide solutions in the form of school support.

It is aimed at helping you rather than excluding you.

You will have two weeks to "redeem" yourself by completing the work which is listed on the 'N' warning letter. If the work is done in the time the warning is redeemed. If you do not complete the work the warning remains "live" and counts towards an 'N determination' in the Course. If you end up with two "live" 'N' letters in any one Course, you may receive the 'N determination'. This means you are unsatisfactory in the Course. (You may appeal the 'N determination'.)

A consequence of the 'N determination' may be that you are unable to receive the Certificate for which you have been studying.

You will find sample 'N' warning letters for Preliminary HSC and HSC Courses below. Note that the letters tell you:

- the course
- whether it's the first or second warning for that course
- the task that was not completed
- the date when the task was initially due
- what you must now do
- when the task is to be done (if that is applicable you may also be told if a zero mark has been awarded)
- a section which should be returned to the Head Teacher

Important NESA Terms

Board Developed Courses

Courses for which the NSW Education Standards Authority develop a syllabus, setting out the objectives, outcomes, structure and context.

Most Board Developed Courses contribute to the calculation of the ATAR.

Category A or Category B

HSC subjects are classified as Category A or Category B. Category A are traditional subjects whereas Category B are those that have a vocational Educational orientation such as VET courses and Industrial Technology.

Courses

Is a branch of study within a subject.

Subjects

Is the general name given to an area of study, a subject may offer one or more courses. English, Mathematics, History, Studies of Religion, Music, VET frameworks and some languages are subjects that offer more than one course.

Units

Most courses offered for the HSC have a 2 unit Preliminary and a 2 unit HSC component. Each **unit** requires approximately 60 hours of classroom study per year.

VET

Vocational Education and Training (VET) curriculum frameworks are Board Developed Courses that allow you to gain both HSC and TAFE accreditation.

Glossary of key words as specified by the NSW Education Standards Authority for use in HSC courses - Generic directive terms from the Assessment Support Document

| | |
|--------------------|--|
| 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 |
| 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 of depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation) |
| Deduce | Draw conclusions |
| Define | State meanings 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 |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support and 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, suggestion) for consideration or action |
| Recall | Present remembered ideas, facts or experiences |
| Recommend | Provide reasons in favour |
| Recount | Retell a series of events |
| Synthesise | Putting together various elements to make a whole |

Sample 'N' Warning Letter



Dear Parent / Carer

Re: Attendance Concern – Student First Name Last Name

We are writing to advise that **Student First Name** is at risk of not meeting the Course Completion Criteria for their Higher School Certificate subjects. The NSW Education Standards Authority (NESA) requires us to issue students with official warnings in order to give them the opportunity to address these concerns. A minimum of two course-specific warnings need to be issued prior to a final 'N' determination being made for a course. Please regard this letter as the *first* official warning we have issued.

This letter, and support, has been offered to **Student First Name** to help overcome their inability to attend school regularly. NESA generally suggests that attendance should be over 85% in order for a student to have engaged sufficiently with their courses.

| | Current attendance percentage |
|---|-------------------------------|
| Current Attendance percentage for Term 1, 2023 . As at Date . This percentage includes partial days. | ____% |
| Number of <u>Full Days</u> Present for Term 1, 2023 . As at Date . | __ out of __ days |

Course Completion Criteria

In Year 11/12 students are only considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NESA;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and,
3. achieved some or all of the course outcomes.

To date, **Student first name** has not satisfactorily met attendance requirements for their courses. In order to satisfy the Course Completion Criteria for all HSC subjects, their attendance must improve.

We encourage you to make an appointment with Jaye Shean (Student Support Coordinator) if we can offer any support to assist with their re-engagement with school or alternate pathways if more suited to their future goals.

We look forward to speaking with you and working towards the best future imaginable for **<Student first name>**.

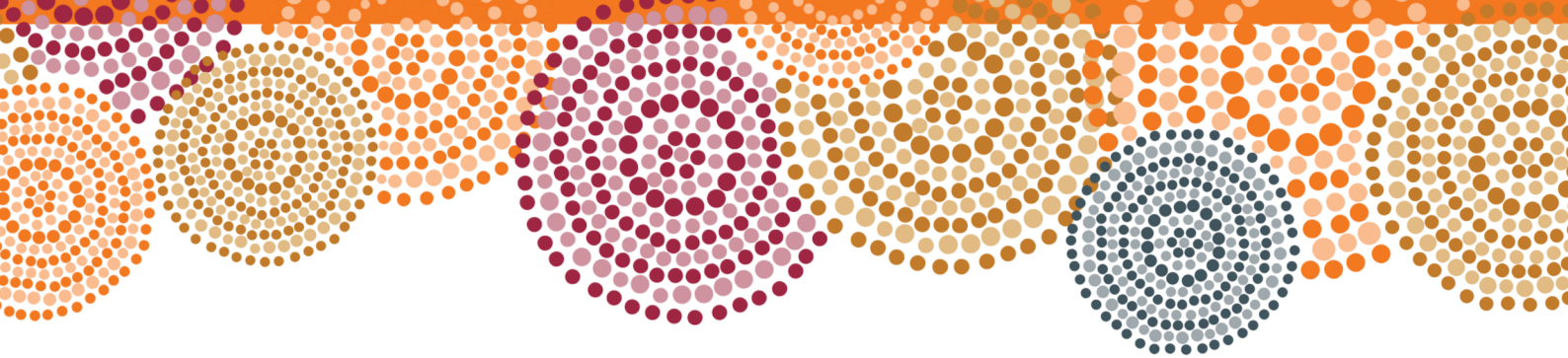
Yours sincerely,

Head of College
Skillset Senior College



Stage 6

ASSESSMENT SCHEDULES



Year 11

2024
PRELIMINARY HSC
ASSESSMENT SCHEDULES

| MILESTONE NO. | TASK 1 (TERM 1) | TASK 2 (TERM 2) | TASK 3 (TERM 3) | |
|----------------------------------|---|---|--|-------|
| NATURE OF TASK | Project 1 IT Solutions | Project 2 Social Issues Test | Project 3 Teachers Aid | |
| TIMING | TERM 1 - Week 7 | TERM 2 - Week 5 | TERM 3 - Week 8 | |
| OUTCOMES ASSESSED | 1.2 applies computing terminology appropriately in practical situations 1.3 uses appropriate computer software in a given context 3.1 applies a range of project management techniques in the development of a solution | 1.2 applies computing terminology appropriately in practical situations 3.1 applies a range of project management techniques in the development of a solution 4.1 identifies and reflects on the social and technological implications when making decisions about the use of computer software 4.2 evaluates the use of a computer-based solution compared to noncomputer solutions 4.3 identifies social and ethical issues related to the use of computer software | 1.3 uses appropriate computer software in a given context 3.1 applies a range of project management techniques in the development of a solution 5.1 evaluates the suitability of software applications in a particular context | |
| COMPONENTS | WEIGHTING (%) | | | TOTAL |
| KNOWLEDGE AND UNDERSTANDING | | | | |
| SKILLS OUTCOMES & COURSE CONTENT | 30 | 35 | 35 | 100% |

| MILESTONE NO. | TASK 1 (TERM 1) | TASK 2 (TERM 2) | TASK 3 (TERM 3) | |
|--|---|---|---|-------------|
| NATURE OF TASK | Earning & Managing money Research and In Class Test | Measurement Measurement Investigation | Probability, Formulas & Equations In Class Test | |
| TIMING | TERM 1 - Week 8 | TERM 2 - Week 8 | TERM 3 - Week 8 | |
| OUTCOMES ASSESSED | MS11-3, MS11-5 | MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 | MS11-1, MS11-6, MS11-8, MS11-9, MS11-10 | |
| COMPONENTS | WEIGHTING (%) | | | TOTAL |
| UNDERSTANDING, FLUENCY & COMMUNICATING | 15 | 15 | 20 | 50 |
| PROBLEM SOLVING, REASONING & JUSTIFICATION | 15 | 20 | 15 | 50 |
| TOTAL % | 30 | 35 | 35 | 100% |

| MILESTONE NO. | TASK 1 (TERM 1) | TASK 2 (TERM 2) | TASK 3 (TERM 3) | |
|---|--|--|--|-------------|
| NATURE OF TASK | Mandatory Module Achieving through English: English and the Worlds of Education, Careers and Community Resume / Cover Letter / Job Application | Playing the Game: English and the World of Sport Research / Multimodal | The Big Screen: English through filmmaking Portfolio (Multimodal collection of classwork) | |
| TIMING | TERM 1, Week 8 | TERM 2, Week 8 | TERM 3, Week 9 | |
| OUTCOMES ASSESSED | ES11-3, ES11-4, ES11-5, ES11-6, ES11-7 | ES11-1, ES11-3, ES11-4, ES11-7 | ES11-1, ES11-2, ES11-4, ES11-5, ES11-6, ES11-8, ES11-9, ES11-10 | |
| COMPONENTS | WEIGHTING (%) | | | TOTAL |
| 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 % | 40 | 30 | 30 | 100% |

| MILESTONE NO. | TASK 1 (TERM 1) | TASK 2 (TERM 2) | TASK 3 (TERM 3) | |
|--|---|--|---|-------------|
| NATURE OF TASK | IED1: Interior/Exterior Design: Structures and Environments Word Sculptures | Graphic Design Module GD1: Publications and Information Food Packaging | Product Design Module PD3: Industrial Design Formal examination | |
| TIMING | Term 1, Week 10 | Term 1, week 10 | Term 3, Week 8 | |
| OUTCOMES ASSESSED | DM2, DM4, DM5, DM6 CH2, CH3 | DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4 | DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4 | |
| COMPONENTS | WEIGHTING (%) | | | TOTAL |
| KNOWLEDGE, SKILLS AND UNDERSTANDING THROUGH THE MAKING OF WORKS IN DESIGN THAT LEAD TO AND DEMONSTRATE CONCEPTUAL AND TECHNICAL ACCOMPLISHMENT | 25% | 25% | 20% | 70 |
| KNOWLEDGE, SKILLS AND UNDERSTANDING THAT LEAD TO INCREASINGLY ACCOMPLISHED CRITICAL AND HISTORICAL INVESTIGATIONS OF DESIGN | 10% | 10% | 10% | 30 |
| TOTAL % | 35 | 35 | 30 | 100% |

| MILESTONE NO. | TASK 1 (TERM 1) | TASK 2 (TERM 2) | TASK 3 (TERM 3) | |
|-----------------------------|---|--|---|-------------|
| NATURE OF TASK | CORE MODULE My Working Life Interview and career planning | MODULE 2 Preparing Job Applications Formal Examination | MODULE 3 Workplace Communication Information Poster | |
| TIMING | Term 1, Week 8 | Term 2, Week 8 | Term 3, Week 9 | |
| OUTCOMES ASSESSED | 1, 2, 3, 4,5,6 8 | 1,2,3,4,5,6,7,8 | 1, 2, 5, 6, 7 | |
| COMPONENTS | WEIGHTING (%) | | | TOTAL |
| KNOWLEDGE AND UNDERSTANDING | 5 | 20 | 5 | 30 |
| SKILLS | 35 | 10 | 25 | 70 |
| TOTAL % | 40 | 30 | 30 | 100% |

| MILESTONE NO. | TASK 1 (TERM 1) | TASK 2 (TERM 2) | TASK 3 (TERM 3) | |
|-----------------------------|--|---|---|-------------|
| NATURE OF TASK | Multimodal Dangerous Marine Creature | Major Design Project Construction of a Marine Craft | Practical & Written First Aid Scenarios | |
| TIMING | TERM 1, Week 8 | TERM 2, Week 9 | TERM 3, Week 8 | |
| OUTCOMES ASSESSED | 1.1, 1.3, 2.3, 3.1 | 1.2, 3.3, 3.4, 4.2, 5.1, 5.2, 5.3, 5.4 | 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.3, 5.4 | |
| COMPONENTS | WEIGHTING (%) | | | TOTAL |
| KNOWLEDGE AND UNDERSTANDING | 15% | 20% | 15% | 50 |
| SKILLS | 15% | 20% | 15% | 50 |
| TOTAL % | 30% | 40% | 30% | 100% |

| MILESTONE NO. | TASK 1 (TERM 1) | TASK 2 (TERM 2) | TASK 3 (TERM 3) | |
|--|--|--|---|-------------|
| NATURE OF TASK | Overview/Plants Comprehension exam style | Animal production Animal Profile | Farm Case Study Farm case Study | |
| TIMING | TERM 1, Week 9 | TERM 2, Week 8 | TERM 3, Week 9 | |
| OUTCOMES ASSESSED | P1.1, P1.2, P2.1, P2.3, | P1.1, P1.2, P2.2, P 3.1, | P1.1, P1.2, P2.1, P2.2, | |
| COMPONENTS | WEIGHTING (%) | | | TOTAL |
| KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT | 15 | 10 | 15 | 40 |
| KNOWLEDGE, UNDERSTANDING AND SKILLS REQUIRED TO MANAGE AGRICULTURAL PRODUCTION SYSTEMS | | 20 | 20 | 40 |
| SKILLS IN EFFECTIVE RESEARCH, EXPERIMENTATION, AND COMMUNICATION | 10 | 10 | | 20 |
| TOTAL % | 25 | 40 | 35 | 100% |



Year 12

2024

HSC ASSESSMENT SCHEDULES

| MILESTONE NO. | TASK 1 (TERM 1) | TASK 2 (TERM 2) | TASK 3 (TERM 3) | |
|---|--|--|--|--------------|
| NATURE OF TASK | Photoshop | Video Editing | Multimedia Package | |
| TIMING | TERM 1, Week 7 | TERM 2, Week 7 | TERM 3, Week 7 | |
| OUTCOMES ASSESSED | 1.3 uses appropriate computer software in a given context 3.2 analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions | 2.1 describes aspects of human activity which have developed into computer applications 2.2 explains the principles and functions of specific hardware components 3.3 implements, tests, debugs and evaluates solutions using current common application packages 4.1 identifies and reflects on the social and technological implications when making decisions about the use of computer software 4.3 identifies social and ethical issues related to the use of computer software | 1.3 uses appropriate computer software in a given context 3.1 applies a range of project management techniques in the development of a solution 5.1 evaluates the suitability of software applications in a particular context | |
| COMPONENTS | WEIGHTING (%) | | | TOTAL |
| KNOWLEDGE AND UNDERSTANDING OUTCOMES AND COURSE CONTENT | 30 | 35 | 35 | 100% |
| SKILLS OUTCOMES AND COURSE CONTENT | | | | |

| MILESTONE NO. | TASK 1 (TERM 1) | TASK 2 (TERM 2) | TASK 3 (TERM 3) | |
|--|--|--|--|-------------|
| NATURE OF TASK | Finances In Class Assignment | Further Statistics In Class Test | Graphs & Equations In Class Test | |
| TIMING | TERM 4, Week 8 | TERM 2, Week 8 | TERM 3, Week 8 | |
| OUTCOMES ASSESSED | MS1-12-5, MS1-12-9, MS1-12-10 | MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10 | MS11-1, MS11-6, MS11-8, MS11-9, MS11-10 | |
| COMPONENTS | WEIGHTING (%) | | | TOTAL |
| UNDERSTANDING, FLUENCY & COMMUNICATING | 15% | 15% | 20% | 50 |
| PROBLEM SOLVING, REASONING & JUSTIFICATION | 15% | 20% | 15% | 50 |
| TOTAL % | 30% | 35% | 35% | 100% |

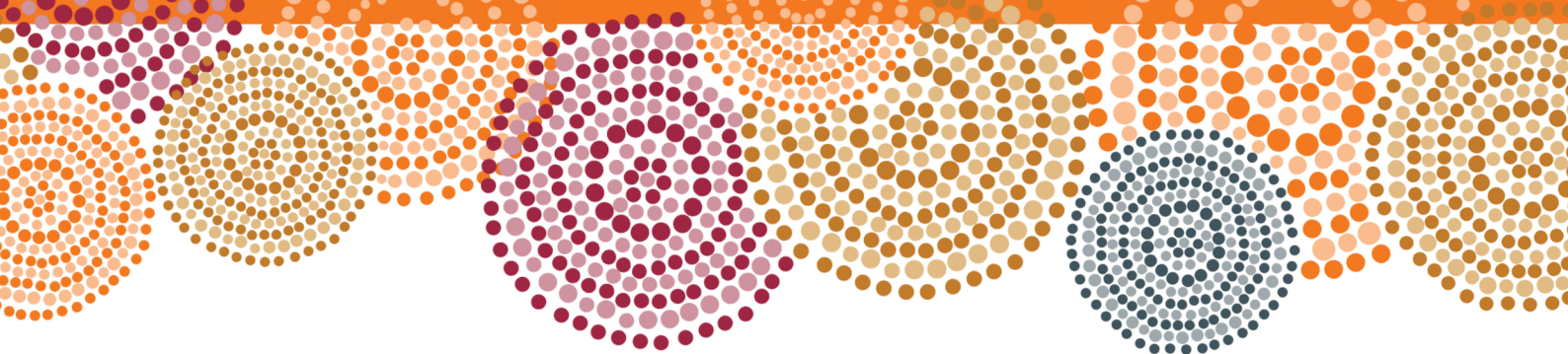
| MILESTONE NO. | TASK 1 (TERM 1) | TASK 2 (TERM 2) | TASK 3 (TERM 3) | |
|--|---|--|--|-------------|
| NATURE OF TASK | Overview/Plants Integrated Weed Management Report | Product Study Beef Product Study | Elective – Agrifoods Trial HSC Examination | |
| TIMING | TERM 1, Week 5 | TERM 2, Week 8 | TERM 3, Week 6 | |
| OUTCOMES ASSESSED | H1.1, H2.1, H3.1, H3.1, H3.4, H4.1 | H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H5.1 | H1.1, H2.1, H2.2, H3.1, H3.3, H3.4, H4.1, H5.1 | |
| COMPONENTS | WEIGHTING (%) | | | TOTAL |
| KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT | 15 | 15 | 10 | 40 |
| KNOWLEDGE, UNDERSTANDING AND SKILLS REQUIRED TO MANAGE AGRICULTURAL PRODUCTION SYSTEMS | 15 | 15 | 10 | 40 |
| SKILLS IN EFFECTIVE RESEARCH, EXPERIMENTATION AND COMMUNICATION | 5 | 5 | 10 | 20 |
| TOTAL % | 35 | 35 | 30 | 100% |

| MILESTONE NO. | TASK 1 (TERM 1) | TASK 2 (TERM 2) | TASK 3 (TERM 3) | |
|--|---|--|---|-------------|
| NATURE OF TASK | IED1: Interior/Exterior Design: Structures and Environments Word Sculptures | Graphic Design Module GD1: Publications and Information Food Packaging | Product Design Module PD3: Industrial Design Formal examination | |
| TIMING | TERM 1, Week 10 | TERM 1, week 10 | TERM 3, Week 8 | |
| OUTCOMES ASSESSED | DM2, DM4, DM5, DM6 CH2, CH3 | DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4 | DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4 | |
| COMPONENTS | WEIGHTING (%) | | | TOTAL |
| KNOWLEDGE, SKILLS AND UNDERSTANDING THROUGH THE MAKING OF WORKS IN DESIGN THAT LEAD TO AND DEMONSTRATE CONCEPTUAL AND TECHNICAL ACCOMPLISHMENT | 2 | 25 | 20 | 70 |
| KNOWLEDGE, SKILLS AND UNDERSTANDING THAT LEAD TO INCREASINGLY ACCOMPLISHED CRITICAL AND HISTORICAL INVESTIGATIONS OF DESIGN | 10 | 10% | 10% | 30 |
| TOTAL % | 35 | 35 | 30 | 100% |

| MILESTONE NO. | TASK 1 (TERM 1) | TASK 2 (TERM 2) | TASK 3 (TERM 3) | |
|-----------------------------|---|---|--|-------------|
| NATURE OF TASK | MODULE: 6 Personal Finance Case Study | MODULE: 4 Teamwork & Enterprise Project Business Plan | MODULE: 10 Experiencing Work Work Experience Logbook | |
| TIMING | TERM 4, Week 8 | TERM 1, Week 8 | TERM 3, Week 8 | |
| OUTCOMES ASSESSED | 5, 6, 9 | 3, 5, 6, 7, 8, 9 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | |
| COMPONENTS | WEIGHTING (%) | | | TOTAL |
| KNOWLEDGE AND UNDERSTANDING | 15 | 5 | 10 | 30 |
| SKILLS | 25 | 25 | 20 | 70 |
| TOTAL % | 40 | 30 | 30 | 100% |

| MILESTONE NO. | TASK 1 (TERM 1) | TASK 2 (TERM 2) | TASK 3 (TERM 3) | |
|---|--|---|--|-------------|
| NATURE OF TASK | Seafood Handling & Processing Recipe, Preparation, Cooking and Dish Presentation | Formal Examination Anatomy & Physiology of Marine Organisms and Seafood Handling & Processing | Personal Interest Project Aquarium/Aquaculture | |
| TIMING | Term 1, Week 3 | Term 2, Week 2 | Term 3, Week 6 | |
| OUTCOMES ASSESSED | 1.1, 1.4, 1.5, 4.2, 5.1, 5.3 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 5.1, 5.2, 5.3 | 1.3, 2.1, 2.2, 3.3, 3.4 | |
| COMPONENTS | WEIGHTING (%) | | | TOTAL |
| KNOWLEDGE AND UNDERSTANDING OUTCOMES AND COURSE CONTENT | 5 | 30 | 15 | 50 |
| SKILLS OUTCOMES AND CONTENT | 25 | 10 | 15 | 50 |
| TOTAL % | 30 | 40% | 30 | 100% |

| MILESTONE NO. | TASK 1 (TERM 1) | TASK 2 (TERM 2) | TASK 3 (TERM 3) | |
|--|--|--|---|-------------|
| NATURE OF TASK | COMMON MODULE: Texts and Human Experiences Multimodal Task | MITUNES: English and the language of song Visual Representation and Analysis | WE ARE AUSTRALIANS: English in citizenship, community and cultural identity. Collection of Classwork across modules | |
| TIMING | TERM 4, Week 8 | TERM 1, Week 8 | TERM 3, Week 4 | |
| OUTCOMES ASSESSED | ES12-2, ES12-5, ES12-8, ES12-9 | ES12-1, ES12-5, ES12-7, ES12-9, ES12-10 | ES12-3, ES12-4, ES12-7, ES12-10 | |
| COMPONENTS | WEIGHTING (%) | | | TOTAL |
| KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT | 15 | 20 | 15 | 50 |
| SKILLS IN: COMPREHENDING TEXTS | | | | |
| COMMUNICATING IDEAS | 15 | 15 | 20 | 50 |
| USING LANGUAGE ACCURATELY, APPROPRIATELY AND EFFECTIVELY | | | | |
| TOTAL % | 30 | 35 | 35 | 100% |



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