



FIGTREE HIGH SCHOOL

HIGHER SCHOOL CERTIFICATE

Assessment Procedures and Schedules 2024

CONTENTS:

| | Page |
|---|-------------|
| Message from the Principal | 3 |
| Year Advisers' tips | 4 |
| Eligibility for the Higher School Certificate (HSC) | 5 |
| Curriculum requirements of the HSC | 5 |
| HSC pathways | 5 |
| Satisfactory completion of a course | 6 |
| Assessment of achievement in HSC courses, including Life Skills courses | 6 |
| Submission of an assessment task | 7 |
| Failure to complete or submit an assessment task | 8 |
| Consequences for breaching school assessment rules | 9 |
| Frequently asked questions – relating to assessment | 11 |
| Assessment Schedules | 12 |
| Aboriginal Studies | 13 |
| Ancient History | 14 |
| Biology | 15 |
| Business Studies | 16 |
| Chemistry | 17 |
| Community and Family Studies | 18 |
| Drama | 19 |
| Earth and Environmental Science | 20 |
| Economics | 21 |
| English Advanced | 22 |
| English Extension 1 | 23 |
| English Extension 2 | 24 |
| English Standard | 25 |
| English Studies | 26 |
| Exploring Early Childhood | 27 |
| Food Technology | 28 |
| Geography | 29 |
| History Extension | 30 |
| Industrial Technology – Timber | 31 |
| Legal Studies | 32 |
| Mathematics Advanced | 33 |
| Mathematics Extension 1 | 34 |
| Mathematics Standard 2 | 35 |
| Modern History | 36 |
| Music 1 | 37 |
| Personal Development, Health and Physical Education | 38 |
| Photography, Video and Digital Imaging | 39 |
| Physics | 40 |
| Society and Culture | 41 |
| Sport, Lifestyle and Recreation | 42 |
| Visual Arts | 43 |
| Work Studies | 44 |
| VET Assessment Advice | 45 |
| VET - Construction | 46 |
| VET - Hospitality | 47 |
| Year 12 2024 EVET Courses | 48 |
| School based Illness/Misadventure Claim Form – Stage 1 | 49 |
| Assessment Appeal Form – Stage 2 | 50 |
| Maximising your performance in HSC assessments/examinations | 51 |
| NESA Glossary of key terms | 52 |
| HSC Assessment Planner | 53 |
| | 54 |

MESSAGE FROM THE PRINCIPAL

Dear Year 12 2024,

Congratulations on completing your Year 11 Preliminary Courses and positioning yourself to achieve a Higher School Certificate.

This booklet represents the formal road map of your HSC journey. It contains critical information about assessment. It outlines expectations of the NSW Education Standards Authority (NESA), the Department of Education and Figtree High School. This is important because your final HSC mark will be a 50:50 combination of your examination mark and school-based assessment mark for each course.

A key support for you on this road is your teachers, they are highly qualified and have taken students through this pathway before. Many of your teachers are HSC markers and as such, have a wealth of knowledge about the content and skills required for each course, as well as the expectations of the HSC examination.

Your family and friends are also walking this journey with you. Together with your teachers, they form a powerhouse of support to run the HSC race - which is more of a marathon than a sprint.

The assessment schedules for every course outlined in this booklet are your guide to formal assessment. The due dates have been carefully considered so the timing of tasks is spread as fairly as possible.

Students who succeed in the HSC focus on:

- Attending school regularly
- Allocating time to complete tasks and homework, ensuring all work is submitted on time
- Applying sustained and diligent effort to learning and revising work

I encourage you to give yourself the best possible chance at a successful outcome by taking this advice on board and working consistently throughout the next four terms in pursuit of your HSC.

My best,

Mr Dan Ovens

Principal

YEAR ADVISERS' TIPS

Welcome to the start of your HSC Courses, which will lead to the award of the Higher School Certificate. HSC courses commence in Term 4 2023 and conclude at the end of Term 3 2024.

This booklet is important because it sets out assessment tasks for each subject, as well as guidelines to completing and submitting assessment work. Your school based assessment mark contributes 50% of your final HSC mark, so it is crucial that you apply yourself diligently towards completing assessment tasks. You need to read this booklet carefully and be aware of the contents and your responsibilities for HSC assessment. Put this booklet in a safe place as you will need to refer to it during your HSC year. Try not to leave your assessment tasks to the last minute as it is **your** responsibility to complete and hand in all tasks on or before the due date.

Ongoing support is available at school. **Seek advice or support early** if you feel you are experiencing difficulties with any classwork or assessments. Talk to your teachers and seek their feedback, discuss your work with peers or other teachers. If you feel you are becoming overwhelmed, you are probably not alone. Talk to a friend, your Year Adviser, the school counsellor or again, a trusted teacher. Talking through your feelings and getting help to plan your workload will go a long way towards a successful HSC year. It is a good idea to embrace the **Teacher Mentor** program to avail yourself of individualised support.

The Year 12 **Mid-Course examinations** will be held from **Term 1 Week 11 Monday 8 April to Friday 12 April 2024**. These examinations are *not formal HSC assessment tasks* like those listed in the assessment schedules. You will be provided with valuable feedback about your performance in these mid-course examinations that will help you improve your knowledge and understanding of the course content, enhance your written responses and improve your examination technique. The Mid-Course examinations have been designed to better prepare you for the **Trial HSC examination** period and **Higher School Certificate examinations**. The Trial HSC examinations will be in **Term 3 Weeks 4 and 5 2024**.

Mid-Course and final academic reports will be issued to all students. A parent teacher afternoon/evening will be held in Term 2.

We are here to support you as you work towards your goals.

All the best with your studies in your HSC year.

Mr Thomas and Mr Jones

ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

The rules and requirements for eligibility for the Higher School Certificate are set out in the NSW Education Standards Authority publication, the *Assessment, Certification and Examinations (ACE) Manual*. It is available on the following website:

<https://ace.nesa.nsw.edu.au/>

To be eligible for the award of the Higher School Certificate a student must:

- Have been granted a ROSA or equivalent that NESA considers satisfactory
- Attend a NSW government school, an accredited non-government school, a TAFE or NESA-recognised school outside NSW
- Complete HSC: All My Own Work (or its equivalent). For further information go to <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>, unless entered in a pattern of study only comprising of Life Skills courses for Year 11 and Year 12
- Demonstrate a minimum standard of literacy and numeracy. For further information go to <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>
- Satisfactorily complete courses in a Year 11 and Year 12 pattern of study required by NESA (detailed below)
- Sit for and make a serious attempt at the required HSC examinations

CURRICULUM REQUIREMENTS OF THE HSC

A student must satisfactorily complete:

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

Both study patterns must include at least:

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

Some courses have certain rules and pre-requisites, for example:

- You can only enrol in an extension course if you are enrolled in the corresponding 2-unit course
- You can only enrol in an optional VET examination if you have enrolled in the corresponding 240-hour course
- You can not do more than one non-extension course from a subject eg. Mathematics Standard and Mathematics Advanced

Additional rules apply if you want an ATAR. These rules are determined by UAC and are published at <https://www.uac.edu.au/future-applicants/atar>.

HSC PATHWAYS

Most students follow a two year program of study in Years 11 and 12 leading to the award of the Higher School Certificate. The NSW Education Standards Authority also provides access for those people who wish to combine their studies with employment or with other responsibilities, such as family care. The Pathways provisions listed below allow flexibility in obtaining the Higher School Certificate and provide equitable access for all.

Accumulation

A student may accumulate the HSC over a period of up to five years. The five year period commences in the first year they complete an HSC course. Preliminary courses may, but need not, be accumulated within this period. The student will receive a cumulative Record of Achievement for Preliminary and HSC courses completed each year. By the end of the period of accumulation, they must have met all Preliminary and HSC pattern of study requirements. In subjects that include extension courses, a student may accumulate by presenting the 2 unit course in one year and the extension course in a later year.

Repeating courses

A student may repeat one or more HSC courses, but they must do so within the five year accumulation period. In the calculation of the Australian Tertiary Admission Rank (ATAR), the most recent mark in a course will be used.

SATISFACTORY COMPLETION OF A COURSE

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

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

Whilst the NSW Education Standards Authority does not mandate attendance requirements, the Principal may determine that, as a result of absence, the course completion requirements may not have been met. Clearly, absences will be considered seriously. Students must have a pattern of attendance which reflects a genuine effort in all courses and reflects at least 85%.

Students who have not complied with the above requirements may not be regarded as having satisfactorily completed the course. The school will issue N Warning letters if a student is at risk of not satisfactorily completing a course. The Principal may then apply the "N" (non-completion of course requirements) determination in the relevant course(s).

ASSESSMENT OF ACHIEVEMENT IN HSC COURSES

Assessment tasks / examinations

The assessment task schedule for each course is designed to provide students with the opportunity to demonstrate their level of achievement of the outcomes of the course. Students studying an HSC course **must make a genuine attempt at assessment tasks**, which contribute **in excess of 50%** of the available marks. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed. In addition, students studying an HSC course **must make a genuine attempt at the requisite examination**. Note that in the case of extension courses, students who fail to meet the assessment requirements of the common part of the course will **not** receive a result in the course at all. HSC courses, which are not satisfactorily completed, will not appear on the student's Record of School Achievement or Result Notice.

In accordance with the NSW Education Standards Authority, students will be given at least two weeks notice, in writing, of an assessment task. This notice will include a written description of the nature of the task, relevant directions regarding presentation, sources to be used if necessary, the outcomes the task assesses, the value or weighting of the task, the date for completion and/or submission and the marking criteria. If for any reason the task is postponed, the two weeks notification previously given will remain valid, however, written notice of the new submission date must be provided to students.

The Deputy Principal should be consulted if any problems with assessment clashes or overloads are discovered. The times in this booklet are a guide only. Figtree High School reserves the right to make any changes to schedules that may become necessary because of occurrences that are beyond our control. Students in relevant classes will be notified in writing of any changes/amendments to the assessment schedule.

Teachers will make every effort to keep students informed regarding the issuing of assessment tasks. Should details of an assessment task be given when a student is absent, it is the student's responsibility to find out those details on his/her return to school.

In the HSC year, assessment tasks will not be set or due in the week prior to the mid-course or Trial HSC Examinations.

Life skills courses

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment will provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers determine the progress of the student.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

SUBMISSION OF AN ASSESSMENT TASK

The following rules must be adhered to by all students:

Unless otherwise notified in the assessment notification, assessment tasks must be submitted at the beginning of the first timetabled lesson, in the relevant subject, on the date the assessment task is due. Students must submit the task themselves and remain in class for the entire lesson unless they have applied for and been granted special arrangements through the Deputy Principal. When an assessment task is being completed during class time, students must attend all their timetabled lessons from the start of the school day on the day of the assessment task.

If a student is late for school on the day an assessment task is due, they must report to the office with a note, signed by their parent/carer, explaining the reason for lateness. The student will be issued with a late note and should proceed directly to class. In relation to any problem that may arise regarding the assessment task, the validity of the reason for lateness will be determined by the Principal and Deputy Principal.

If a student becomes aware of **an upcoming absence** (overseas travel, representative sporting events, school representation), that clashes with an assessment task due date, the Head Teacher must be informed in advance, in writing, and an alternative task/date for submission may be negotiated. Illness/Misadventure forms should be used for this purpose.

If a student cannot attend school on the day of an assessment task (either submission or in class task) because of a valid reason (illness or misadventure) they must do the following:

1. Call the school and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
2. Complete the Illness/Misadventure form – Stage 1.
3. Appropriate documentation explaining the absence must be supplied. In the case of illness, the best form of documentation is a medical certificate.
4. Show the completed Illness/Misadventure form – Stage 1 and medical certificate/other documentation to the relevant Deputy Principal ***before school*** on the day they return. At this time the student must submit the task if it was to be completed at home. If the task was to be completed in class, discuss with the Head Teacher when they will do the task or a substitute task. A student must be prepared to do the task or a substitute task on the day they return, unless the documentation supplied provides a satisfactory reason for this not to be the case.

FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK

Students have a responsibility to be present in class for all assessment tasks. These tasks take priority over other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task, they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task.

Extensions will only be granted if written application is made to the class teacher prior to the due date, giving a valid reason for the request. In the case of exceptional circumstances or unexpected illness, a written application may be made after the due date, which must include evidence such as a medical certificate. In all cases, extensions will **NOT** automatically be granted simply because an application is made. The Deputy Principal grants extensions in consultation with the relevant Head Teacher.

COMPUTER OR PRINTER BREAKDOWN WILL GENERALLY BE CONSIDERED AN UNSATISFACTORY EXCUSE FOR FAILURE TO SUBMIT TASKS ON TIME.

Many students prepare, research and complete assessments on computer. Students are advised to keep print copies of drafts or work in progress. Given that students have a minimum of two weeks' notice of tasks, students must plan ahead and avoid the possibility of a computer/printer breakdown or malfunction at a time when a task is due. This will not be acceptable as an excuse for non-submission of work unless drafts are available with the Illness/Misadventure form–Stage 1, for consideration by the Deputy Principal. Students are advised to have final draft copies prepared and printed a day or two ahead of deadlines and so avoid these last minute stresses and problems.

CONSEQUENCES FOR BREACHING SCHOOL ASSESSMENT RULES

- When an assessment task is submitted after the due date and time and no extension has been granted, the task will be awarded zero and noted as either a genuine or non-genuine attempt, which may or may not satisfactorily complete course requirements.
- If a student submits a task on time but still scores zero, the attempt may be deemed by the teacher to be a non-serious attempt. If this occurs, it means that as far as 'satisfactory completion' of the course is concerned, the student is deemed not to have submitted the task at all. An N warning letter will be issued for this task.
- Students cannot attend school and use school facilities to complete assessment tasks if they are not marked as present on the roll. If a student is not registered as present on the roll, he/she will be considered to be absent or truanting.
- Students cannot absent themselves from timetabled classes to prepare for or complete assessment tasks. This type of action will firstly be treated as fractional truancy and dealt with accordingly, and secondly it will also be regarded as providing the student with an unfair advantage. A zero mark for the task will be recorded and an N warning letter will be issued for this task.

CONDUCT DURING ASSESSMENT TASKS

Students must follow the instructions of their teachers at all times during the conduct of an assessment task. They may not have with them any notes or texts without the specific approval of the teacher conducting the task. Neither may any notes be taken from an assessment task room without the approval of the teacher in charge. Students must not behave in a manner likely to disturb the work of any other student or upset the smooth running of the assessment session.

MALPRACTICE

All work submitted by a student as part or all of an assessment task must be the original work of that student. This aligns with **NESA's 'All My Own Work'** requirements for Stage 6 students. Students have a responsibility to maintain the security of any assessment tasks completed outside class. Copying the work of another student and/or permitting work to be copied are dishonest practices and will be dealt with as outlined below. The school's Personal Electronic Device procedures will apply in all circumstances.

Copying sections of published works and representing this work as your own is called plagiarism. If the teacher detects work that can be proven to be plagiarised, the work will not be marked. Students' right of appeal will apply in these circumstances. Downloading sections of work from the internet and loading it directly into an assessment task is plagiarism and will break assessment rules.

In assessment tasks and examinations, any instances of illness, irregularities, alleged cheating or malpractice must be reported to supervising teachers during the progress of the examination where practicable or immediately after if appropriate.

CONSEQUENCES FOR MALPRACTICE

Proven cases of cheating or dishonest practices, including plagiarism, in any assessment task, including examinations, will incur a mark of zero. Parents will be notified and an N warning letter will be issued.

APPEALS

Students who have any concerns about the process used to mark an assessment task must follow this up with their teacher or the Head Teacher at the time of the return of the task. Students need to complete an Illness/Misadventure form – Stage 1 if they wish to appeal their assessment mark. If a student's Illness/Misadventure Claim is declined, students can request a review of this decision by completing the Assessment Appeal Form – Stage 2. If a student believes that their final assessment ranking is not correct, students are able to appeal and request a review of their assessment rank for the course. Students need to complete and submit the Assessment Appeal Form – Stage 2.

NON-DISCRIMINATING TASKS

If an assessment task does not sufficiently discriminate between students or has problems associated with its administration, a supplementary task may be set and weightings adjusted accordingly. Should this occur, a suitable date would be negotiated with students and the Principal notified.

NON-ASSESSED TASKS

In addition to assessment tasks, you will be given other tasks, including the midcourse examinations, that are an integral part of the learning process. If you fail to complete these tasks, you risk being deemed to have not satisfactorily completed the course, thus forfeiting your right to a school assessment mark and an HSC exam mark. N warning letters will be issued if a student is at risk of not meeting the course requirements.

PRINCIPAL'S DECISION

In all matters relating to the satisfactory completion of assessed and non-assessed tasks, the decision of the Principal is final.

FREQUENTLY ASKED QUESTIONS

These questions and answers are not exhaustive but may help students to understand their responsibilities with regard to assessment procedures.

What happens if a task is to be handed in and I have not done it and do not have a satisfactory excuse for not doing the work?

You will receive zero. An 'N' award warning letter will be issued to the parent/carer.

What happens if I'm away on the day the assessment task is to be handed in?

You can get someone else to bring the hard copy task into school on the day the task is due but it must be handed to the Head Teacher of that subject before 10am. Before the start of the school day, the task can be emailed to the class teacher, Head Teacher or to the school email account figtree-h.school@det.nsw.edu.au, clearly indicating the class teacher's name and the course for which the assessment task is being submitted in the subject of the email. The hard copy of the assessment task must be submitted when you return to school.

If no one can bring your task into school, you or a family relative must call the school giving your name, the course in which you have the assessment task and the reason you are away. You must complete the Illness/Misadventure form – Stage 1. A medical certificate should accompany the form if you are sick. Bring these and your completed assessment task on the day you return to school to the Deputy Principal. If the task was to be completed in class you must be prepared to do the task or a substitute task on the day you return.

What happens if I have a task in period 4 of a particular day, and I stay home to study, then come to school late?

You cannot take the morning off to study as this may give you an unfair advantage over other students. Refer to pages 7 and 8 of this booklet. A zero mark for the task will be recorded. It is important to be at school on time when you have an assessment task on that day.

What happens if my computer malfunctions, for example the printer won't work, the day before my work is due to be handed in to the teacher?

A computer malfunction is an unsatisfactory excuse. Students are strongly encouraged to use the Google Drive available to them on the DoE Student Portal to save assessment tasks and back up their work. You should always print a draft copy of your work and this may be handed in with an Illness/Misadventure form. The school library can be used to print off assessment tasks before school. Follow the correct procedure for handing in this form. It is not acceptable to hand in your work on a flash drive as such devices may corrupt the school's computer system. You need to be fully prepared by beginning assessment tasks well before the due date.

What happens if I want to appeal a mark I have been given?

You must complete an Illness/Misadventure form and submit it to the relevant Deputy Principal within **five** school days of receiving your mark.

Assessment

Schedules

**FIGTREE HIGH SCHOOL
ABORIGINAL STUDIES
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|---|-------------|-------------------------|------------------------|-------------------------------------|---|
| | | Term 4 Week 8 | Term 1 Week 6 | Term 2 Week 9 | Term 3 Weeks 4 and 5 |
| | | Social Justice Essay | Major Project | Heritage and Identity Case Study | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | 10 | 5 | 10 | 15 |
| Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 25 | | 5 | 10 | 10 |
| Research and inquiry methods, including aspects of the Major Project | 20 | | 20 | | |
| Communication of information, ideas and issues in appropriate forms | 15 | | 10 | 5 | |
| MARKS | 100 | 10 | 40 | 25 | 25 |
| OUTCOMES | | H1.2, H1.3, H3.1, H4.2 | H4.1, H4.2, H4.3, H4.4 | H2.1, H2.2, H3.2, H4.1 | H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, 3.2, H3.3, H4.2 |

**FIGTREE HIGH SCHOOL
ANCIENT HISTORY
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|---|-------------|--|-----------------------------------|--------------------------------------|--|
| | | Term 4 Week 8 | Term 1 Week 7 | Term 2 Week 7 | Term 3 Weeks 4 and 5 |
| | | Ancient Society – Research/Source Analysis | Historical Period – Essay | Personality – Historical Analysis | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | | 5 | 10 | 25 |
| Historical skills in the analysis and evaluation of sources and interpretations | 20 | 5 | 5 | 5 | 5 |
| Historical inquiry and research | 20 | 10 | | 10 | |
| Communication of historical understanding in appropriate forms | 20 | 5 | 10 | 5 | |
| MARKS | 100 | 20 | 20 | 30 | 30 |
| OUTCOMES | | AH12-5, AH12-6, AH12-7, AH12-8, AH12-9 | AH12-3, AH12-6, AH12-7, AH12-8 | AH12-2, AH12-4, AH12-5, AH12-9 | AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-9, AH12-10 |

**FIGTREE HIGH SCHOOL
BIOLOGY
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|---|-------------|---|---|--|--|
| | | Term 4 Week 9 | Term 1 Week 9 | Term 2 Week 10 | Term 3 Weeks 4 and 5 |
| | | Modelling the mechanisms of Inheritance | Research and Report: Biotechnology – Genetics | Depth Study: Infectious Disease | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | 5 | 5 | 10 | 20 |
| Skills in working scientifically | 60 | 15 | 15 | 20 | 10 |
| MARKS | 100 | 20 | 20 | 30 | 30 |
| OUTCOMES | | BIO12-2, BIO12-3 BIO12-7, BIO12-12 | BIO12-6, BIO12-7 BIO12-13 | BIO12-1, BIO12-2, BIO12-3, BIO12-14 | BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15 |

**FIGTREE HIGH SCHOOL
BUSINESS STUDIES
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------|-------------------------|------------------|-----------------------|---------------------------------|
| | | Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 8 | Term 3 Weeks 4 and 5 |
| | | Operations - Case Study | Finance Report | Product Research Task | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | 10 | 10 | | 20 |
| Stimulus-based skills | 20 | 10 | 10 | | |
| Inquiry and research | 20 | | | 20 | |
| Communication of business information, ideas and issues in appropriate forms | 20 | 5 | | 5 | 10 |
| MARKS | 100 | 25 | 20 | 25 | 30 |
| OUTCOMES | | H2, H3, H4, H7, H8 | H4, H8, H9, H10 | H5, H7, H8, H9, H10 | H1, H2, H3, H4, H5, H6, H9, H10 |

**FIGTREE HIGH SCHOOL
CHEMISTRY
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|---|-------------|--|---|-------------------------------------|---|
| | | Term 4 Week 10 | Term 1 Week 8 | Term 2 Week 8 | Term 3 Weeks 4 and 5 |
| | | Depth Study: Equilibrium Systems | Practical Task: Titrations | Research Task: Organic Chemistry | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | 15 | | 5 | 20 |
| Skills in working scientifically | 60 | 5 | 20 | 25 | 10 |
| MARKS | 100 | 20 | 20 | 30 | 30 |
| OUTCOMES | | CH12-1, CH12-3, CH12-4, CH12-11, CH12-15 | CH12-1, CH12-2, CH12-3, CH12-5, CH12-13 | CH12-5, CH12-6, CH12-7, CH12-14 | CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-8, CH12-9, CH12-10, CH12-11, CH12-12, CH12-13, CH12-14, CH12-15 |

**FIGTREE HIGH SCHOOL
COMMUNITY AND FAMILY STUDIES
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING% | Task 1 | Task 2 | Task 3 | Task 4 |
|--|------------|---------------------------------|-------------------------------------|----------------------------------|--|
| | | Term 1 Week 2 | Term 2 Week 2 | Term 2 Week 9 | Term 3 Weeks 4 and 5 |
| | | Independent Research Project | Groups in the Community Analysis | Parents and Carers Case Study | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | 10 | 10 | 10 | 10 |
| Skills in critical thinking, research methodology, analysing and communicating | 60 | 10 | 15 | 15 | 20 |
| MARKS | 100 | 20 | 25 | 25 | 30 |
| OUTCOMES | | H4.1, H4.2 | H1.1, H3.1, H3.3, H5.1 | H2.1, H2.2, H2.3 | H2.2, H3.3, H4.2, H5.1, H5.2, H6.1, H6.2 |

**FIGTREE HIGH SCHOOL
DRAMA
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|---------------------|-------------|---|--|---|--|
| | | Term 4 Week 10 | Term 1 Week 6 | Term 2 Week 7 | Term 3 Weeks 4 and 5 |
| | | Workshop Performance and Written Task Contemporary Australian Theatre practice | Development of Individual Project Submission/performance of draft work(s) in progress, log book recording process, including clarification and evaluation of intentions | Presentation: Group Performance Presentation of group improvisation, written reflection, log book including research and evaluation of preliminary ideas | Trial HSC Examination Written Examination and Practical Examination Presentation of Group Performance under development. Submission/Performance of Individual Project with rationale |
| Making | 40 | 10 | 10 | 10 | 10 |
| Performing | 30 | | 10 | 10 | 10 |
| Critically Studying | 30 | 20 | | | 10 |
| MARKS | 100 | 30 | 20 | 20 | 30 |
| OUTCOMES | | H1.2, H1.3, H1.5 | H1.1, H1.2, H1.3, H1.5, H3.1, H3.2, H3.3 | H1.1, H1.2, H1.4, H1.5 | H1.1, H1.2, H1.4, P1.6, H2.3 |

**FIGTREE HIGH SCHOOL
EARTH AND ENVIRONMENTAL SCIENCE
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------|--|-------------------------------------|---|---|
| | | Term 4 Week 8 | Term 1 Week 6 | Term 2 Week 7 | Term 3 Weeks 4 and 5 |
| | | Practical Task Analysis Climate Science | Depth Study Presentation Hazards | Modelling Stratigraphy Earth's Processes | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | 5 | 5 | 10 | 20 |
| Skills in working scientifically | 60 | 15 | 25 | 10 | 10 |
| MARKS | 100 | 20 | 30 | 20 | 30 |
| OUTCOMES | | EES12-4, ESS12-5, EES12-6, EES12-14 | EES12-4, EES12-7, EES12-13 | EES12-1, EES12-6, EES12-7, EES12-12 | EES12-6, EES12-12, EES12-13, EES12-14, ESS12-15 |

**FIGTREE HIGH SCHOOL
ECONOMICS
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------|----------------------|-------------------------------|---------------------------------|---|
| | | Term 4 Week 8 | Term 1 Week 6 | Term 2 Week 7 | Term 3 Weeks 4 and 5 |
| | | Research Assignment | In-class Extended Response | Issues and Management Report | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | 5 | 5 | 5 | 25 |
| Stimulus-based skills | 20 | | 5 | 10 | 5 |
| Inquiry and research | 20 | 10 | 5 | 5 | |
| Communication of economic information, ideas and issues in appropriate forms | 20 | 5 | 5 | 10 | |
| MARKS | 100 | 20 | 20 | 30 | 30 |
| OUTCOMES | | H2, H4, H9, H10, H12 | H1, H4, H8, H10, H11 | H1, H5, H6, H7, H9, H10 | H1, H2, H3, H4, H5, H6, H7, H8, H10, H11 |

**FIGTREE HIGH SCHOOL
ENGLISH ADVANCED
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------|--|--|--|--|
| | | Term 4 Week 10 | Term 1 Week 9 | Term 2 Week 9 | Term 3 Weeks 4 and 5 |
| | | Multimodal text using prescribed text and related material Texts and Human Experiences | Comparative essay Textual Conversations | Imaginative task Craft of Writing | Trial HSC Examination Common Module Module A Module B |
| Knowledge and understanding of course content | 50 | 15 | 10 | 10 | 15 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50 | 10 | 15 | 15 | 10 |
| MARKS | 100 | 25 | 25 | 25 | 25 |
| OUTCOMES | | EA12-1, EA12-2, EA12-3, EA12-6, EA12-7 | EA12-1, EA12-3, EA12-6, EA12-8 | EA12-2, EA12-4, EA12-5, EA12-7, EA12-9 | EA12-3, EA12-4, EA12-5, EA12-6, EA12-8 |

**FIGTREE HIGH SCHOOL
ENGLISH EXTENSION 1
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 |
|---|-------------|-------------------------------------|--|---|
| | | Term 4 Week 8 | Term 2 Week 7 | Term 3 Weeks 4 and 5 |
| | | Creative response and reflection | Critical response with related text | Trial HSC Examination |
| Knowledge and understanding of complex texts and of how and why they are valued | 50 | 15 | 20 | 15 |
| Skills in complex analysis, sustained composition and independent investigation | 50 | 15 | 20 | 15 |
| MARKS | 100 | 30 | 40 | 30 |
| OUTCOMES | | EE12-1, EE12-2, EE12-5 | EE12-3, EE12-4 | EE12-1, EE12-2, EE12-3, EE12-4, EE12-5 |

**FIGTREE HIGH SCHOOL
ENGLISH EXTENSION 2
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 |
|--|-------------|---|-------------------------------------|-------------------------------------|
| | | Term 1 Week 3 | Term 2 Week 3 | Term 3 Week 1 |
| | | Viva Voce (including written proposal) | Literature Review | Critique of the creative process |
| Skills in extensive independent research | 50 | 15 | 20 | 15 |
| Skills in sustained composition | 50 | 15 | 20 | 15 |
| MARKS | 100 | 30 | 40 | 30 |
| OUTCOMES | | EEX12-1, EEX12-4,EEX12-5 | EEX12-1, EEX12-2, EEX12-3, EEX-4 | EEX12-2, EEX12-3, EEX12-5 |

FIGTREE HIGH SCHOOL
ENGLISH STANDARD
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------|--|---|--------------------------------------|--|
| | | Term 4 Week 10 | Term 1 Week 9 | Term 2 Week 9 | Term 3 Weeks 4 and 5 |
| | | Multimodal text using prescribed text and related material Texts and Human Experiences | Analytical essay Language, identity and culture | Imaginative task Craft of Writing | Trial HSC Examination Common Module Module A Module B |
| Knowledge and understanding of course content | 50 | 10 | 15 | 10 | 15 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50 | 15 | 10 | 15 | 10 |
| MARKS | 100 | 25 | 25 | 25 | 25 |
| OUTCOMES | | EN12-1, EN12-3, EN12-7, EN12-8, EN12-9 | EN12-1, EN12-3, EN12-6, EN12-7 | EN12-2, EN12-4, EN12-5, EN12-9 | EN12-3, EN12-4, EN12-5, EN12-6, EN12-7 |

FIGTREE HIGH SCHOOL
ENGLISH STUDIES
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|---|-------------|--|--|---|---|
| | | Term 4 Week 10 | Term 1 Week 9 | Term 2 Week 9 | Term 3 Weeks 4 and 5 |
| | | Analytical Essay using prescribed text and related text Mandatory Module: Texts and Human Experiences | Advertising Pitch (multimodal presentation) Elective module: We Are Australian | Portfolio-Collection of classwork All modules | Trial HSC Examination Mandatory module and Elective: The Way We Were |
| Knowledge and understanding of course content | 50 | 10 | 15 | 15 | 10 |
| Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively | 50 | 15 | 10 | 15 | 10 |
| MARKS | 100 | 25 | 25 | 30 | 20 |
| OUTCOMES | | ES12-1, ES12-3, ES12-5, ES12-8 | ES12-1, ES12-4, ES12-6, ES12-7, ES12-9 | ES12-1, ES12-4, ES12-5, ES12-7, ES12-10 | ES12-2, ES12-3, ES12-4, ES12-5, ES12-9 |

FIGTREE HIGH SCHOOL
EXPLORING EARLY CHILDHOOD
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------|----------------------------------|--|--|---------------------------------|
| | | Term 1 Ongoing from Week 8 | Term 1 Week 8 | Term 2 Week 8 | Term 3 Week 6 |
| | | Simulator Baby Experience | Pregnancy and Childbirth Research Task | Primary School Play And Learning Activity | Toy Development and Analysis |
| Knowledge and understanding of course content | 50 | 10 | 15 | 15 | 10 |
| Skills | 50 | 15 | 10 | 15 | 10 |
| MARKS | 100 | 25 | 25 | 30 | 20 |
| OUTCOMES | | 1.2, 2.4, 2.5, 6.1 | 1.1, 1.4, 2.1 | 1.3, 1.5, 2.4, 4.1, 4.2 | 1.2, 1.5, 1.4, 2.2 |

FIGTREE HIGH SCHOOL
FOOD TECHNOLOGY
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------|-------------------------------|---|--|---------------------------|
| | | Term 4 Week 8 | Term 2 Week 1 | Term 2 Week 9 | Term 3 Weeks 4 and 5 |
| | | AFI - Food Industry Report | Food Manufacture - Experiment and Preparation | Contemporary Nutrition Research Task | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | | 10 | 10 | 20 |
| Knowledge and skills in designing, researching, analysing and evaluating | 30 | 10 | 10 | 10 | |
| Skills in experimenting with and preparing food by applying theoretical concepts | 30 | 10 | 10 | 10 | |
| MARKS | 100 | 20 | 30 | 30 | 20 |
| OUTCOMES | | H1.2, H1.4, H3.1 | H1.1, H4.1, H4.2 | H2.1, H3.2, H5.1 | H1.1, H1.3, H1.4, H3.2 |

**FIGTREE HIGH SCHOOL
GEOGRAPHY
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------|---------------------------------------|---------------------------------|--|---------------------------------|
| | | Term 4 Week 9 | Term 1 Week 6 | Term 2 Week 7 | Term 3 Weeks 4 and 5 |
| | | Ecosystem Essay Ecosystems at Risk | Research Report Urban Places | Fieldwork Examination People and Economic Activity | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | 10 | 10 | 10 | 10 |
| Geographic tools and skills | 20 | | | 10 | 10 |
| Geographic inquiry and research, including fieldwork | 20 | 5 | 10 | 5 | |
| Communication of geographical information in appropriate forms | 20 | 10 | 5 | | 5 |
| MARKS | 100 | 25 | 25 | 25 | 25 |
| OUTCOMES | | H2, H3, H10, H11, H12 | H9, H10, H11, H13 | H9, H10, H11, H13 | H1, H2, H3, H4, H5, H6, H7, H12 |

**FIGTREE HIGH SCHOOL
HISTORY EXTENSION
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 |
|---|-------------|---|----------------------------|-------------------------|
| | | Term 2 Week 5 | Term 2 Week 9 | Term 3 Weeks 4 and 5 |
| | | Historical Project – Historical Process (Proposal, process log, annotated sources) | History Project – Essay | Trial HSC Examination |
| Knowledge and understanding about significant historiographical ideas and processes | 40 | 10 | 5 | 25 |
| Skills in designing, undertaking and communicating historical inquiry and analysis | 60 | 20 | 35 | 5 |
| MARKS | 100 | 30 | 40 | 30 |
| OUTCOMES | | HE12-1, HE12-2 | HE12-3, HE12-4 | HE12-1, HE12-3, HE12-4 |

**FIGTREE HIGH SCHOOL
INDUSTRIAL TECHNOLOGY TIMBER
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING | TASK 1 | TASK 2 | TASK 3 | TASK 4 |
|---|------------|--|--------------------------|---|--|
| | | Term 4 Week 6 | Term 1 Week 6 | Term 2 Week 7 | Term 3 Weeks 4 and 5 |
| | | Design and planning presentation of major project ideas and development | Industry Study Report | Student project development and management evaluation report | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | | 10 | 10 | 20 |
| Knowledge and skills in the design, management, communication and production of a major project | 60 | 20 | 20 | 10 | 10 |
| MARKS | 100 | 20 | 30 | 20 | 30 |
| OUTCOMES | | H3.1, H3.2, H5.1 | H1.1, H1.2, H5.1 | H2.1, H3.1, H3.3, H5.2 | H1.1, H1.3, H4.3, H7.1 H1.2, H6.1, H7.2 |

FIGTREE HIGH SCHOOL
LEGAL STUDIES
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|---|-------------|-------------------------------|---------------------------------|---|---------------------------------|
| | | Term 4 Week 10 | Term 1 Week 8 | Term 2 Week 8 | Term 3 Weeks 4 and 5 |
| | | Human Rights Research Task | Crime Task | Option 1 – Research Extended Response | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | 5 | 15 | 5 | 15 |
| Analysis and evaluation | 20 | 5 | 5 | 5 | 5 |
| Inquiry and research | 20 | 10 | | 10 | |
| Communication of legal information, issues and ideas in appropriate forms | 20 | 5 | 5 | 5 | 5 |
| MARKS | 100 | 25 | 25 | 25 | 25 |
| OUTCOMES | | H1, H3, H4, H6, H7 | H1, H3, H4, H5, H7, H8, H9, H10 | H1, H6, H7, H8, H9, H10 | H1, H2, H3, H4, H6, H7, H9, H10 |

**FIGTREE HIGH SCHOOL
MATHEMATICS ADVANCED
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------|---|--------------------------------------|---|---|
| | | Term 1 Week 2 | Term 1 Week 6 | Term 2 Week 7 | Term 3 Weeks 4 and 5 |
| | | In-Class Task | Investigation Task | In-Class Task | Trial HSC Examination |
| Understanding, fluency and communication | 50 | 12 | 8 | 15 | 15 |
| Problem solving, reasoning and justification | 50 | 12 | 8 | 15 | 15 |
| MARKS | 100 | 24 | 16 | 30 | 30 |
| OUTCOMES | | MA12-1, MA12-3, MA12-6, MA12-9, MA12-10 | MA12-1, MA12-3, MS2-12-9, MA12-10 | MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-7, MA12-10 | MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6 MA12-7, MA12-8, MA12-10 |

**FIGTREE HIGH SCHOOL
MATHEMATICS EXTENSION 1
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| Components | Weighting % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------|------------------|-----------------------------------|-----------------------------------|---|
| | | Term 1 Week 3 | Term 1 Week 7 | Term 2 Week 8 | Term 3 Weeks 4 and 5 |
| | | In-Class Task | In-Class Task | Investigation Task | Trial HSC Examination |
| Understanding, fluency and communication | 50 | 12 | 15 | 8 | 15 |
| Problem solving, reasoning and justification | 50 | 12 | 15 | 8 | 15 |
| MARKS | 100 | 24 | 30 | 16 | 30 |
| OUTCOMES | | ME12-2, ME12-7 | ME12-1, ME12-3, ME12-4, ME12-7 | ME12-1, ME12-3, ME12-4, ME12-7 | ME12-1, ME12-2, ME12-3, ME12-4, ME12-5,ME12-7 |

**FIGTREE HIGH SCHOOL
MATHEMATICS STANDARD 2
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| Components | Weighting % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------|-------------------------------|---|-------------------------------|---|
| | | Term 4 Week 7 | Term 1 Week 6 | Term 2 Week 7 | Term 3 Weeks 4 and 5 |
| | | In-class Task | Investigation Task | In-class Task | Trial HSC Examination |
| Understanding, fluency and communication | 50 | 12 | 8 | 15 | 15 |
| Problem solving, reasoning and justification | 50 | 12 | 8 | 15 | 15 |
| MARKS | 100 | 24 | 16 | 30 | 30 |
| OUTCOMES | | MS2-12-3, MS2-12-4, MS2-12-10 | MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10 | MS2-12-5, MS2-12-8, MS2-12-10 | MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10 |

**FIGTREE HIGH SCHOOL
MODERN HISTORY
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|---|-------------|---|--|--|--|
| | | Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 8 | Term 3 Weeks 4 and 5 |
| | | Core: Power and Authority Source Analysis | National Study: Historical Analysis | Peace and Conflict Research/Communication | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | 10 | 10 | | 20 |
| Historical skills in the analysis and evaluation of sources and interpretations | 20 | 10 | | 5 | 5 |
| Historical inquiry and research | 20 | | 10 | 10 | |
| Communication of historical understanding in appropriate forms | 20 | | 10 | 10 | |
| MARKS | 100 | 20 | 30 | 25 | 25 |
| OUTCOMES | | MH12-4, MH12-5, MH12-6, MH12-7 | MH12-5, MH12-6, MH12-7, MH12-8, MH12-9 | MH12-1, MH12-2, MH12-3, MH12-8, MH12-9 | MH12-1, MH12-2, MH12-3, MH12-5, MH12-6, MH12-9 |

**FIGTREE HIGH SCHOOL
MUSIC 1
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------|---------------------------------------|---|-----------------------------|--------------------------|
| | | Term 4 Week 9 | Term 1 Week 5 | Term 2 Week 10 | Term 3 Weeks 4 and 5 |
| | | Topic 1 – Core Composing and Aural | Topic 1 – Core Performing and Musicology | Electives Topics 2 and 3 | Trial HSC Examination |
| Performance(Core) | 10 | | 10 | | |
| Composition(Core) | 10 | 10 | | | |
| Musicology(Core) | 10 | | 10 | | |
| Aural | 25 | 10 | | | 15 |
| Electives - Performance, Composition or Musicology | 45 | | | 30 | 15 |
| MARKS | 100 | 20 | 20 | 30 | 30 |
| OUTCOMES | | H3, H4, H8, H10 | H2, H6, H9 | H1-8*, H11 | H1-8* |

* Teacher will select appropriate outcomes based on Elective options chosen by each student

FIGTREE HIGH SCHOOL
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|---|-------------|---|--|--|---|
| | | Term 4 Week 10 | Term 1 Week 8 | Term 3 Week 2 | Term 3 Weeks 4 and 5 |
| | | Core 1 What are the priority issues for improving Australia's health? Research and analysis task | Core 2 Factors affecting Performance? Research and analysis task | Sports Medicine What role do preventative actions play in enhancing the wellbeing of the athlete? Extended response task – in class | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | 10 | 5 | 5 | 20 |
| Skills in critical thinking, research, analysis and communicating | 60 | 10 | 20 | 20 | 10 |
| MARKS | 100 | 20 | 25 | 25 | 30 |
| OUTCOMES | | H1, H2, H3, H15 | H7, H8, H11, H17 | H13, H16, H17 | H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17 |

FIGTREE HIGH SCHOOL
PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|---------------------------------|-------------|-----------------------------|------------------|-------------------------------|----------------------------|
| | | Term 1 Week 3 | Term 2 Week 2 | Term 3 Week 1 | Term 3 Weeks 4 and 5 |
| | | Design for Change Poster | Zine | Self-Directed Body of Work | Trial HSC Examination |
| Making | 70 | 20 | 20 | 30 | |
| Critical and historical studies | 30 | | | | 30 |
| MARKS | 100 | 20 | 20 | 30 | 30 |
| OUTCOMES | | M1, M5 | M1, M3 | M1, M2, M5 | CH1, CH2, CH3, CH4, CH5 |

**FIGTREE HIGH SCHOOL
PHYSICS
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|--|-------------|---|---|--|--|
| | | Term 4 Week 7 | Term 1 Week 7 | Term 2 Week 6 | Term 3 Weeks 4 and 5 |
| | | Practical Task Advanced Mechanics | Depth Study Processing/ Modelling Task Electromagnetism | Research task Literature Review and Investigation Nature of Light | Trial HSC Examination |
| Knowledge and understanding of course content | 40 | 5 | 5 | 5 | 25 |
| Skills in working scientifically | 60 | 15 | 25 | 15 | 5 |
| MARKS | 100 | 20 | 30 | 20 | 30 |
| OUTCOMES | | PH12-2, PH12-3, PH12-5, PH12-6, PH12-12 | PH12-1, PH12-5, PH12-7, PH12-13 | PH12-1, PH12-3, PH12-4, PH12-7, PH12-14 | PH12-4, PH12-6, PH12-12, PH12-13, PH12-14, PH12-15 |

**FIGTREE HIGH SCHOOL
SOCIETY AND CULTURE
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|---|-------------|---|---|------------------------|-------------------------------|
| | | Term 1 Week 3 | Term 2 Week 2 | Term 2 Week 6 | Term 3 Weeks 4 and 5 |
| | | Core: Continuity and Change Extended Response | Core: PIP Oral Presentation - detailing primary research process | Depth Study Essay | Trial HSC Examination |
| Knowledge and understanding of course content | 50 | 15 | | 15 | 20 |
| Application and evaluation of social and cultural research methods | 30 | | 20 | 5 | 5 |
| Communication of information, ideas and issues in appropriate forms | 20 | 10 | 10 | | |
| MARKS | 100 | 25 | 30 | 20 | 25 |
| OUTCOMES | | H2, H3, H7, H10 | H4, H6, H7, H8, H10 | H1, H2, H3, H4, H5, H9 | H1, H2, H3, H4, H5, H6, H9 |

FIGTREE HIGH SCHOOL
SPORT, LIFESTYLE AND RECREATION
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|-----------------------------|-------------|---|--|--|--|
| | | Term 4 Week 7 | Term 1 Week 7 | Term 2 Week 6 | Term 3 Week 6 |
| | | Healthy Lifestyle <i>Research Task</i> | First Aid <i>Practical & Theory Examination</i> | Athletics <i>Practical Evaluation</i> | Movement Skill and Performance <i>Performance & Analysis</i> |
| Knowledge and understanding | 50 | 10 | 15 | 15 | 10 |
| Skills | 50 | 10 | 15 | 15 | 10 |
| MARKS | 100 | 20 | 30 | 30 | 20 |
| OUTCOMES | | 1.1, 1.6, 4.2, 4.5 | 1.3, 2.5, 3.6, 4.2, 4.5 | 1.3, 2.3, 3.3, 4.4 | 1.3, 3.1, 4.1, 4.4 |

**FIGTREE HIGH SCHOOL
VISUAL ARTS
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING % | Task 1 | Task 2 | Task 3 | Task 4 |
|-------------------------------|-------------|-------------------------------|-------------------------|-------------------------------|--------------------------|
| | | Term 1 Week 4 | Term 2 Week 3 | Term 2 Week 8 | Term 3 Weeks 4 and 5 |
| | | Resolving the Body of Work | In-class Examination | Resolving the Body of Work | Trial HSC Examination |
| Artmaking | 50 | 20 | | 30 | |
| Art criticism and art history | 50 | | 20 | | 30 |
| MARKS | 100 | 20 | 20 | 30 | 30 |
| OUTCOMES | | H1, H2, H3, H4 | H7, H8 | H5, H6 | H7, H8, H9, H10 |

**FIGTREE HIGH SCHOOL
WORK STUDIES
2024 HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT PROGRAM**

| COMPONENTS | WEIGHTING | TASK 1 | TASK 2 | TASK 3 | TASK 4 |
|--------------------------------|------------|--------------------------------|----------------------|----------------------------|-------------------------|
| | | Term 4 Week 8 | Term 1 Week 6 | Term 2 Week 9 | Term 3 Weeks 4 and 5 |
| | | Research and Interview Task | Personal Budget Task | Team Enterprise Project | Trial HSC Examination |
| Knowledge and understanding | 30 | | 10 | 10 | 10 |
| Skills | 70 | 25 | 10 | 15 | 20 |
| MARKS | 100 | 25 | 20 | 25 | 30 |
| OUTCOMES | | 1, 3, 4, 5, 7 | 5, 7, 9 | 2, 5, 6, 7, 8, 9 | 1, 2, 3, 4, 7, 8 |

HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments. You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.



Education

Construction

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & CPC20120 Statement of Attainment towards Certificate II in Construction (Release 3)

Cohort 2023 - 2024 26211 2 Units x 2 Years

Training Package CPC Construction, Plumbing and Services Training Package (version 8.0)

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: FIGTREE HIGH SCHOOL

Assessment Schedule Yr: 12 - 2024

| Assessment Events (Remove Task 5 Options not being delivered – refer to TAS) | | Task 5 | Task 6 | Task 7 | ½ yearly Exam** | Trial Exam** |
|---|---|----------------------|----------------------|----------------------|---------------------------------|--------------------------------------|
| | | Term 4 Date: 2023 | Term 2 Date: 2024 | Term 3 Date: 2024 | Week 11 Term 1 Date: 2024 | Week 4 and 5 Term 3 Date: 2024 |
| Code | Unit of Competency | | | | | |
| CPCCBL2001 CPCCBL2002 | Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment | X | | | | |
| CPCCWF2002 CPCCCM2013 | Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles | X | | | | |
| CPCCJN2001 CPCCJN3004 | Assemble components Manufacture and assemble joinery components | X | | | | |
| CPCCCA2002 CPCCCM2005 CPCCCA2011 | Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials | | X | | | |
| CPCCVE1011 CPCCOM1012 | Undertake a basic construction project Work effectively and sustainably in the construction industry | | | X | | |

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

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

* Selected units only to be confirmed by your teacher.

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



Education

Hospitality
Qualification: SIT20322 Certificate II in Hospitality
Cohort 2023 - 2024
Training Package SIT Tourism, Travel and Hospitality (version2.1)

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: FIGTREE HIGH SCHOOL

Assessment Schedule Year 12 – 2024

| Assessment Tasks for SIT20322 Certificate II in Hospitality | | Task 2 | Task 3 | Task 4 | ½ yearly Exam** | Trial Exam** |
|---|--|------------|------------|------------|----------------------|----------------------|
| Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | Term 4 | Term 1 | Term 3 | Week 11 | Week 4 and 5 |
| | | Date: 2023 | Date: 2024 | Date: 2024 | Term 1 Date: 2024 | Term 3 Date: 2024 |
| Code | Unit of Competency | | | | | |
| SITHIND006 | Source and use information on the hospitality industry | x | | | | |
| SITHFAB024 | Prepare and serve non-alcoholic beverages | | x | | | |
| SITHFAB025 | Prepare and serve espresso coffee | | x | | | |
| SITHFAB027 | Serve food and beverages | | x | | | |
| BSBTWK201 | Work effectively with others | | | x | | |
| SITHIND007 | Use hospitality skills effectively | | | x | | |

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

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

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

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

Year 12 2024 EVET Courses

CAMPUS

West Wollongong

Wollongong

Yallah

Shellharbour

Assessment for these courses will be provided by the TAFE course advisors.

Students need to ensure they have received this information from their TAFE teacher at the start of Term 1 2024.

Students who want to complete an HSC examination for their EVET course need to indicate on their NESA HSC Confirmation of Entry that they want to complete the HSC examination.

The HSC examination for these courses will be held at Figtree High School. The date and time of the examination will be published in the NESA 2024 HSC Examination timetable.

For enquires about the assessment schedules for EVET courses at TAFE, contact the TAFE Illawarra TVET Unit directly on:

Online at:

www.illawarra.tafensw.edu.au/tvet

Email:

tvvet.sye@tafensw.edu.au

mary.ljubic@tafensw.edu.au

Phone:

131 601

Figtree High School

School Based Illness/Misadventure Claim Form – Stage 1

For an **Illness/Misadventure** claim, this form must be submitted before school to the **Deputy Principal** of the relevant course **on the day you return** to school. If you are **appealing the mark** awarded to you, this form must be submitted to the relevant **Deputy Principal** within **five school days** of receiving your mark.

STUDENT'S NAME..... YEAR/CLASS.....

COURSE NAME

TEACHER'S NAME TASK DUE DATE

- ☐ I was unable to complete/submit an assessment task on the due date because of unforeseen illness or misadventure as described below.
- ☐ I ask the school to
- ☐ award me a mark based on this task or a substitute task OR
 - ☐ grant me an extension of time OR
 - ☐ give me an estimate OR
 - ☐ review the mark awarded to me in this task
- ☐ I declare that all the information I have supplied is true.

Describe the unforeseen illness or misadventure, which prevented you from completing or submitting your assessment task on the due date. In the case of illness outline its nature, onset, duration and effect on your ability to complete or submit the task.

.....

.....

.....

.....

Give details of the action you took to report your illness/misadventure to the school.

- ☐ Contacted the school on the day the task was due ☐ Reported to HT on day of return
- ☐ Discussed illness/misadventure with class teacher ☐ Medical Certificate provided
- ☐ Other:

Attach your medical certificate and/or other documents to this form.

Student's signature Date Parent's signature

Deputy Principal Decision

Illness/Misadventure Claim: Accepted / Declined

Action

- ☐ award a mark based on this task OR ☐ a substitute task ☐ award an estimate mark
- ☐ grant an extension of time – **new due date:**
- ☐ review the mark awarded in the task

If Declined – provide reasons for the decision

.....

.....

| | |
|------------------|-----------------------------|
| Deputy Principal | Head Teacher/ Class Teacher |
| Date | |

If your Illness/Misadventure Claim is declined, you can appeal the decision by completing the Assessment Appeal Form – Stage 2. Your Deputy Principal has these forms.

Figtree High School

Assessment Appeal Form – Stage 2

This form only needs to be submitted if you want to appeal the decision that the Faculty Head Teacher made about your Illness/Misadventure Claim OR you want to appeal the Assessment Rank that you have been awarded for a course. This form needs to be completed and submitted to the Principal within 5 days of being notified of the Deputy Principal's decision about your Illness/Misadventure Claim OR within 5 days of receiving your Assessment Rank.

STUDENT'S NAME..... YEAR/CLASS.....

COURSE NAMETEACHER'S NAME

STUDENT APPEAL – ILLNESS/MISADVENTURE CLAIM DECISION

- ☐ I completed and submitted the School Based Illness/Misadventure form to the Deputy Principal before school on the day I returned to school.

Attach your copy of the form to this Appeal form.

- ☐ I am appealing the decision about my Illness/Misadventure Claim for the following reason/s:

.....

.....

.....

.....

.....

- ☐ I declare that all the information I have supplied is true.

STUDENT APPEAL – FINAL ASSESSMENT RANK AWARDED

- ☐ I would like to appeal the Assessment rank awarded to me for this course for the following reasons:

.....

.....

.....

I declare that all the information I have supplied is true.

Student's signature Date Parent's signature

APPEAL DECISION

Illness/Misadventure Claim: Upheld / Declined

Assessment Rank: Upheld / Declined

Reason/s:

.....

.....

.....

.....

| | |
|-----------|--------------|
| Principal | Head Teacher |
| Date | |

MAXIMISING YOUR PERFORMANCE IN HSC ASSESSMENTS/EXAMINATIONS

The **NESA website** has a range of resources and information to assist you to improve your knowledge and understanding in each of the courses you are studying, as well as to assist you for your HSC examination.

The NESA website provides a 'Student Guide' which contains a range of resources that build and test your knowledge. This guide includes the following:

- **Syllabus pages** which contain the course syllabus, course outcomes along with assessment and reporting guidelines.
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>
- **Glossary of key words** with some of the terms commonly used in exam questions. Knowing what an examination or assessment task question is asking is very important to assist you in answering the question in enough depth and detail to gain the maximum marks.
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/exam-advice-resources/glossary-keywords>
- **Past exam papers** which include marking guidelines and marker notes. Practice HSC examination papers are often recommended as a great way to revise the content you have been learning about in lessons, and are a great way for you to study, practice writing answers to questions and then gain feedback from your teachers.
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>
- **Create a quiz** Prepare for your HSC exams with these multiple choice questions. All questions are taken from past HSC papers to provide examples of what you may be asked.
<https://quiz.nesa.nsw.edu.au/home>
- **Standards Materials**. There are the standards materials which provide examples of student responses to HSC exam questions that show achievement at different performance band levels. The purpose of these examples is to show teachers and students the standard of work that is typical for the borderlines between the bands and exemplars of student answers in past papers. This can be found at the following link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-standards-materials/english-std-material/english-standard-hsc-standards-materials>
- **HSC Study Guide** produced each year in partnership with *The Sydney Morning Herald*.
<https://www.smh.com.au/national/nsw/hsc-study-guide-20220719-p5b2lr.html>
- **NESA shop** where you can buy the HSC exam workbooks for a range of courses. You can also borrow these from our school library. These workbooks contain the HSC examination paper, marking guidelines, sample answers as well as a number of student responses who scored the full marks in each of the questions in the examination that year. These resources are a great way to see the quality of the answers that HSC markers gave full marks to, and they also enable you to write your own answer, and then compare your answer to one that gained full marks, so that you can assess your own answer and determine ways to improve your written responses.
<https://shop.nesa.nsw.edu.au/en/bostes>

Your **Teachers, Year Advisers, Head Teacher Teaching & Learning and Deputy Principal** have supported hundreds of students through their HSC – so use the expertise available to you here at school.

NESA – GLOSSARY KEY TERMS

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

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, 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

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

Accessed 18/10/2022

Term 4 2023 HSC Assessment Planner

Fill in the dates of each school week below. Enter the assessment tasks for each course and then the exact due date as soon as you are told about them.

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

Term 1 2024 HSC Assessment Planner

Fill in the dates of each school week below. Add assessment task due dates as soon as you are told about them.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|--------------------------------|---|-----------------------|-------------------------|-------------|
| Week 1 | | Staff Development Day | Staff Development Day | Year 12 students return | |
| Week 2 | | | | | |
| Week 3 | | | | | |
| Week 4 | | | | | |
| Week 5 | | | | | |
| Week 6 | | | | | |
| Week 7 | | | | | |
| Week 8 | | | | | |
| Week 9 | | | | | Good Friday |
| Week 10 | Easter Monday | Assessment free week to prepare for your midcourse examinations | | | |
| Week 11 | HSC midcourse examination week | | | | |

Term 2 2024 HSC Assessment Planner

Fill in the dates of each school week below. Add assessment task due dates as soon as you are told about them.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|-----------------------|---------|-----------|----------|--------|
| Week 1 | Staff Development Day | | | | |
| Week 2 | | | | | |
| Week 3 | | | | | |
| Week 4 | | | | | |
| Week 5 | | | | | |
| Week 6 | | | | | |
| Week 7 | Public Holiday | | | | |
| Week 8 | | | | | |
| Week 9 | | | | | |
| Week 10 | | | | | |



Term 3 2024 HSC Assessment Planner

Fill in the dates of each school week below. Add assessment task due dates as soon as you are told about them.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|--|---------|--------------------|----------|--------|
| Week 1 | Staff Development Day | | | | |
| Week 2 | | | | | |
| Week 3 | Assessment free week to prepare for the Trial HSC Examination period | | | | |
| Week 4 | Trial HSC Examination Period | | | | |
| Week 5 | Trial HSC Examination Period | | | | |
| Week 6 | | | | | |
| Week 7 | | | | | |
| Week 8 | | | | | |
| Week 9 | | | | | |
| Week 10 | | | Year 12 Graduation | | |



Fill in the dates of each school week below. Add your HSC Examinations and times into this planner.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|--------|---------|-----------|----------|--------|
| Week 1 | | | | | |
| Week 2 | | | | | |
| Week 3 | | | | | |
| Week 4 | | | | | |

HSC Task Schedule 2024

| Term 4 2023 | | | | | | | | | | |
|-------------|-------------|---------------|-------------|-------------|-----------------------|-------------------|-----------------------|------------------|---------------|-----------|
| Week 1a | Week 2b | Week 3a | Week 4b | Week 5a | Week 6b | Week 7a | Week 8b | Week 9a | Week 10b | |
| 9/10/2023 | 16/10/2023 | 23/10/2023 | 30/10/2023 | 6/11/2023 | 13/11/2023 | 20/11/2023 | 27/11/2023 | 4/12/2023 | 11/12/2023 | |
| | | | | | Timber | SLR | Aboriginal St | | ENGLISH Adv | |
| | | | | | | SLR | Earth and Environ | Music | ENGLISH Std | |
| | | | | | | Maths Stand | Work Studies | Business Studies | ESU | |
| | | | | | | Physics | Economics | Business Studies | PDHPE | |
| | | | | | | | Food Tech | Modern History | PDHPE | |
| | | | | | | | Ancient Hist | Biology | Chemistry | |
| | | | | | | | Ancient History | Biology | Legal Studies | |
| | | | | | | | English Ext | Geography | Drama | |
| | | | | | | | Maths Ext | | | |
| Term 1 2024 | | | | | | | | | | |
| Week 1a | Week 2b | Week 3a | Week 4b | Week 5a | Week 6b | Week 7a | Week 8b | Week 9a | Week 10b | Week 11a |
| 29/01/2024 | 5/02/2024 | 12/02/2024 | 19/02/2024 | 26/02/2024 | 4/03/2024 | 11/03/2024 | 18/03/2024 | 25/03/2024 | 1/04/2024 | 8/04/2024 |
| | CAFS | Photo | Visual Arts | Music | Drama | Ancient History | Chemistry | Biology | ASSESS FREE | EXAMS |
| | Maths Advan | SAC | | History Ext | Geography | Ancient Hist | Exploring Early Child | Biology | | |
| | | English Ext 2 | | | Maths Advan | Physics | Legal Studies | ENGLISH Adv | | |
| | | | | | Maths Stand | SLR | Business Studies | ENGLISH Std | | |
| | | | | | Work Studies | SLR | Business Studies | ESU | | |
| | | | | | Aboriginal St | Maths Ext | PDHPE | | | |
| | | | | | Earth and Environ | | PDHPE | | | |
| | | | | | Economics | | Modern History | | | |
| | | | | | Timber | | | | | |
| Term 2 2024 | | | | | | | | | | |
| Week 1b | Week 2a | Week 3b | Week 4a | Week 5b | Week 6a | Week 7b | Week 8a | Week 9b | Week 10a | |
| 29/04/2024 | 6/05/2024 | 13/05/2024 | 20/05/2024 | 27/05/2024 | 3/06/2024 | 10/06/2024 | 17/06/2024 | 24/06/2024 | 1/07/2024 | |
| Food Tech | Photo | Visual Arts | | History Ext | Physics | Ancient History | Modern History | ENGLISH Adv | Music | |
| | SAC | English Ext 2 | | | SAC | Ancient Hist | Business Studies | ENGLISH Std | Biology | |
| | CAFS | | | | SLR | Earth and Environ | PDHPE | ESU | Biology | |
| | | | | | SLR | Economics | PDHPE | Food Tech | | |
| | | | | | | Timber | Business Studies | Work Studies | | |
| | | | | | | Drama | Visual Arts | Aboriginal St | | |
| | | | | | | Maths Advan | Exploring Early Child | CAFS | | |
| | | | | | | Maths Stand | Chemistry | History Ext | | |
| | | | | | | Geography | Legal Studies | | | |
| | | | | | | English Ext | Maths Ext | | | |
| Term 3 2024 | | | | | | | | | | |
| Week 1b | Week 2a | Week 3b | Week 4a | Week 5b | Week 6a | Week 7b | Week 8a | Week 9b | Week 10a | |
| 22/07/2024 | 29/07/2024 | 5/08/2024 | 12/08/2024 | 19/08/2024 | 26/08/2024 | 2/09/2024 | 9/09/2024 | 16/09/2024 | 23/09/2024 | |
| Photo | PDHPE | | Trials | Trials | Exploring Early Child | | | | | |
| | PDHPE | | | | SLR | | | | | |
| | | | | | SLR | | | | | |