



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 4 Week 8	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 10	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.

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.



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
- 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
- Discussed illness/misadventure with class teacher
- Other:
- Reported to HT on day of return
- Medical Certificate provided

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:** _____

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 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		



Term 4 2024 HSC Planner

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 8a			
Week 1b	Week 2a	Week 3b	Week 4a	Week 5b	Week 6a	Week 7b	9/09/2024	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		16/09/2024	23/09/2024	
Photo	PDHPE		Trials	Trials	Exploring Early Child					
	PDHPE				SLR					
					SLR					