

# SCONE HIGH SCHOOL



**2024 HSC COURSES**

**POLICY &**

**ASSESSMENT SCHEDULES**

## INTRODUCTION

This booklet is designed to provide a summary of assessment procedures in each course undertaken by students studying for the Higher School Certificate at Scone High School.

All students and parents should read this booklet carefully and ensure that they fully understand the procedures and practices to be followed.

Questions related to specific subject areas should be directed in the first instance to the Head Teacher of the faculty concerned.

Questions related to the Assessment Policy itself and of a general nature should be directed to the Principal.

Principal	Mr B Drewe	
Deputy Principal	Mr A Johnston	
Year Advisor	Miss S Nicolas	
Head Teachers	English	Mrs S Smart
	Learning & Engagement	Ms G Hillier
	Special Ed	Mrs A Johnston
	STEM	Miss B Garling
	TAS	Mrs R Gal
	VET/HSIE	Mr S Westbury

## SCONE HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY – 2024

### Assessment Policy

All students who are studying for the Higher School Certificate at Scone High School in 2024 are required to complete a formal assessment program for each course studied. This booklet contains the range of assessment tasks set down as part of the Higher School Certificate requirements at Scone High School.

### Assessment Program

The Higher School Certificate program at Scone High School begins during Term 4 2023 and continues for the duration of the course.

There are two (2) aspects of satisfactory achievement in Higher School Certificate courses:

- (1) Satisfactory completion of the Assessment program and
- (2) Satisfactory completion of a course.

The Assessment marks as submitted to the NSW Education Standards Authority (NESA) by the school for each course are intended to measure students' achievements relative to each other at the end of the Higher School Certificate course.

### Satisfactory Completion of a Course

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

- a) **Followed** the course developed by NESA and
- b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and,
- c) **Achieved** some or all of the course outcomes.

Whilst NESA does not mandate attendance requirements, the Principal may determine that, as a result of poor attendance, the course's completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such poor attendance.

**NB** At Scone High School students are expected to attend at least 85% of all lessons for all courses studied. E.g. Attendance is critical in the learning process, N Determination warning letters may be issued in cases where outcomes are not being attempted or completed.

### Eligibility

To be eligible for a Higher School Certificate student's must:

- have gained the Record of School Achievement (RoSA) or such other qualifications as NESA considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have satisfactorily completed courses which comprise the pattern of study required by NESA for the award of the Higher School Certificate;
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

## Completion of Higher School Certificate Assessment Tasks

Students will usually be given written notice of specific assessment tasks at least 2 weeks prior to the due date. This will include a marking scale and assessment criteria.

NESA expects students to **attempt ALL assessment tasks set**.

Students must complete tasks worth at least 51% of the marks allocated to assessment in that course. Failure to do so will result in an “N” determination for that course.

A failure to complete 51% of course assessment in any course will result in an “N” determination for that course.

Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

All assessment tasks must be clearly identified with the student’s name and be handed to the teacher of the course **before 9am on the due date** and signed for as a record of receipt. The receipt of the task will be acknowledged by the teacher in writing.

If the course teacher is absent, the assessment task must be submitted to the Head Teacher of the faculty conducting the assessment task. Assessment tasks are **not** to be submitted on a USB drive or via email.

Attendance prior to the due date for any assessment task will be monitored and action may be taken as a result.

Failure to meet these attendance requirements will risk disqualification in the assessment task and the student will risk receiving a zero score.

Usually, no assignments are to be due **two weeks prior** to half yearly or yearly exams to allow students preparation time.

## Plagiarism

Plagiarism is an act of theft, in the same way that taking money or property is theft. Plagiarism can take many forms.

- It can be a piece of writing or other work that has been copied from someone else and presented as your own work. Downloading of material from the Internet (and pretending that you have produced the work yourself) is a particularly common form of plagiarism. It is also very easily detected.
- It can be the act of knowingly allowing someone else to copy your work.
- It can be the taking of someone else’s thoughts and ideas and pretending that they are yours.
- It can also be any instance where you request someone else to do your work for you.

Plagiarism is illegal, in the same way that breaking copyright laws is illegal.

**If you plagiarise work, you will receive a zero mark for that task and a warning letter will be sent home. Two warning letters regarding plagiarism can result in the exclusion from that course. Repeated cases of plagiarism will attract more severe penalties.**

**All cases of confirmed plagiarism will be recorded on the NESA register for Malpractice.**

## Non-completion of Assessment Tasks

It is the student's responsibility to provide a written explanation for a task not being submitted on the due date using an ILLNESS/MISADVENTURE FORM- this can be applied for by using the schools Millennium system through the Head Teacher of the subject area or the Year Advisor. The student is then required to take the misadventure application with the appropriate certification (ie medical certificate for the day of the illness) to the classroom teacher. The classroom teacher then will discuss the matter with the student and take the misadventure form to the Panel for consideration.

When a student fails to complete an assessment task specified in the Assessment Program and the teacher considers that the student has a valid reason, a panel consisting of the classroom teacher, the Head Teacher and a senior executive member will decide on appropriate action.

The panel may decide that:

1. An extension of time may be granted or
2. A mark be awarded on a substitute task
3. The task will be awarded a zero mark.

In exceptional circumstances e.g. where undertaking a substitute task is not feasible or reasonable, or where the task that was missed is difficult to duplicate, the Head Teacher can use an estimate based on other appropriate evidence.

**NB** Being on work placement is **NOT** a valid reason not to hand in a task prior to 9am on the due date. Driving lessons, doctors, dentists or other appointments are also not considered valid reasons not to hand in tasks on time.

Where there is no valid reason for not completing an assessment task or the task is not handed in by 9am on the due date, a zero mark will be recorded for that task.

If a student's attempt in a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one or not. In either case, parents will be advised in writing of the situation.

If it appears that a student is at risk of not meeting assessment requirements in a course an official "N" determination warning will be given in writing.

## Illness/Misadventure

If a student is ill on the day an assessment task is to be held or submitted, it is the responsibility of the student to

- (1) Advise the school by phone that day if possible;
- (2) Supply a doctor's certificate or appropriate documentary evidence on the day they return to school; which should be dated for the day of the task and the absence.
- (3) Collect and complete an Illness/misadventure form from the Head Teacher of that faculty.

## **Alternative Arrangements**

If students know in advance that they will not be at school for an assessment task, with an acceptable reason, it is the student's responsibility to negotiate an alternate arrangement with their class teacher, BEFORE the event. A misadventure form must also be completed, BEFORE the event.

**Please note:** Alternative arrangements are only made on rare occasions.

## **Appeals**

Assessment marks for a particular task are final and any appeal needs to be made to the appeals committee consisting of the classroom teacher, Head Teacher and a senior executive member.

Appeals can be made at the end of each assessment task only in relation to a student's assessment rank.

**Brian Drewe**  
Principal

## **SCONE HIGH SCHOOL LIBRARY – INFORMATION FOR YEAR 12 – 2024**

Scone High School Library has an excellent range of resources for HSC students. The friendly library staff are available to assist with any borrowing requests and are more than willing to help students with the skills needed to complete assessment tasks, research, study and time management. Library staff are committed to creating a learner friendly environment that supports the students to achieve the best results possible in the HSC.

### **Opening Hours**

The library is open from 8.30 am to 3.30 pm each day, it closes at recess everyday and lunchtime on Wednesdays.

### **Borrowing**

Students may borrow up to 15 nonfiction items including textbooks and 5 fiction books at a time. If more resources are needed, students can see library staff. Students are responsible for the resources borrowed, taking due care and returning/renewing resources on time. If an extension is needed past the due date, the resource should be brought in to be renewed.

### **Resources**

The range of HSC resources available to the students at Scone library is up to date and comprehensive. There is an extensive selection of current study guides, HSC work books/answers, past HSC papers, DVDs, relevant non-fiction books, and textbooks for all subject areas. The library staff are able to access inter library loans and will endeavor to source any relevant material that may be required for borrowing.

The internet is also accessible to all students at Scone High School students. It is a condition of use that students follow the Acceptable Use Policy, which is displayed near the computers.

*NSW HSC Online* is a great site with past papers, tutorials, links to useful sites and general information for specific HSC subjects. <http://hsc.csu.edu.au>. Past papers and other relevant information can also be found on the NESA website <https://arc.nesa.nsw.edu.au/>

Students can also access 'oliver' online library system, through their DET login page to get a list of resources available at Scone High School library and links to relevant websites.

In keeping up with the latest technology, the library coordinates Video Conferences and The Connected Classroom, providing a variety of learning experiences. The Library staff are also available to give information for downloading APPS onto your ipod/iphone/ipad or similar BYOD.

### **Photocopying/printing**

Photocopying assessments is available to students for 10c a sheet for black and white, colour copies are 20c a sheet. Please ask the library staff.

## **SENIOR STUDY LESSONS**

All Year 11 and 12 students **must** attend the library during any study periods they have throughout the day. The library is opened upstairs and downstairs for senior students.

The library has a number of resources, which are available to students including laptops, printer/scanner, HSC resources, syllabus documents and stationery. The teacher librarian is available to provide support and guidance if required. The room is a learning space, and while there are often numerous activities occurring at the same time, it is a quiet space and students must be mindful of others at all times.

## **CAREERS ADVISER**

Scone High School has a full time Careers Adviser, Dr Tony Borg available to provide students (and their families when requested) with information on training providers, alternate pathways to employment, subject selection, work experience and job applications. Senior students can make an appointment to speak to the Careers Adviser, especially during their study lessons. A large range of information on a variety of careers, training providers such as universities, TAFE, private colleges and the Australian Defence Force is available for students to access. Assistance is also available regarding understanding your HSC and ATAR.

In Year 12, students are given the UAC book, which contains information on all university courses in NSW. This comes to the school early in Term 3 each year. For students interested in applying for a university course, it is advisable that they start exploring their options as early as possible. Training providers are keen to speak to prospective students and their families and will happily organise a campus tour. This is a great way of determining where a student may choose to undertake further studies. Term 3 is also an active time for Early Entry and other aspects of University application processes.

Throughout the year a number of opportunities are offered to students to provide them with the necessary information to help develop their school to work plan. Guest speakers include universities and other training providers, as well as a variety of employers. Industry visits and university tours allow students to experience life after school and make informed choices regarding future career pathways.

Whilst we are not an employment agency, a number of employers contact the school with positions available, and these are advertised in the daily notices at roll call. The Careers Adviser can help students applying for jobs update resumes and letters of application written in Year 10.

With the Principals permission, Year 11 and 12 students are able to do Work Experience during their holidays. This gives students the opportunity to explore future career options with no disruption to their studies. The necessary paperwork is available from the Careers Adviser. This is separate to Work Placement, which is a requirement of all VET courses and is co-ordinated by the Head Teacher VET.



### **WHAT COURSES DO I HAVE TO STUDY TO GET AN HSC?**

- ❑ *at least 2 units of English*
- ❑ *a minimum of 10 units*
- ❑ *at least 6 units of Board Developed Courses*

### **TERTIARY REQUIREMENTS**

To apply for tertiary study in NSW students must apply to the Universities Admission Centre (UAC) not to the individual institution. The closing date is usually early in September in the year of sitting for the Higher School Certificate. The Careers Adviser distributes UAC booklets each year, for action by students.

For students completing the HSC to proceed to tertiary studies an Australian Tertiary Admission Rank (ATAR) is required.

The ATAR is calculated on the best 10 units of Board Developed courses. 2 units of English are included in this calculation.

Only 2 units of a Category B subject may be included for an ATAR calculation. (Category B includes all the VET Frameworks courses).

The ATAR may include units accumulated over a total time span of 5 years without penalty. Where a student repeats a unit, only the last attempt will be used.

### **HSC 2024 – ASSESSABLE TASK SCHEDULE**

All weightings are expressed as a %.

The value of 2 unit subjects is 100 marks. The value of a 1 unit subject is 50 marks.

Assessment for the Higher School Certificate begins in Term 4, 2023. (this varies – usually by Week 3, Term 4)

While the allocation of weightings to the various tasks set for the HSC course is left to individual schools, the percentages allocated to each assessment component must be maintained. For each component, the assessment should be spread over several tasks throughout the course.

### The Higher School Certificate Glossary of Key Words

To help develop a consistent understanding of some key words in the HSC, the following glossary provides the meaning of these words as they generally apply across subject areas:

<b>WORD</b>	<b>DEFINITION</b>	<b>WORD</b>	<b>DEFINITION</b>
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions	Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Analyse	Identify components and the relationship between them, draw out and relate implications	Evaluate	Make a judgement based on criteria; determine the value of
Apply	Use, utilise, employ in a particular situation	Examine	Inquire into
Appreciate	Make a judgement about the value of	Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Assess	Make a judgement of value, quality, outcomes, results or size	Extract	Choose relevant and/or appropriate details
Calculate	Ascertain/determine from given facts, figures or information	Extrapolate	Infer from what is known
Clarify	Make clear or plain	Identify	Recognise and name
Classify	Arrange or include in classes/categories	Interpret	Draw meaning from
Compare	Show how things are similar or different	Investigate	Plan, inquire into and draw conclusions about
Construct	Make; build; put together items or arguments	Justify	Support an argument or conclusion
Contrast	Show how things are different or opposite	Outline	Sketch in general terms; indicate the main features of
Critically (analyse, evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)	Predict	Suggest what may happen based on available information
Deduce	Draw conclusions	Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Define	State meaning and identify essential qualities	Recall	Present remembered ideas, facts or experiences
Demonstrate	Show by example	Recommend	Provide reasons in favour
Describe	Provide characteristics and features	Recount	Retell a series of events
Discuss	Identify issues and provide points for and/or against	Summarise	Express concisely the relevant details
		Synthesise	Put together various elements to make a whole

A guide to writing bibliographies: Please note that each subject may have a specific requirement.

### **APA STYLE BIBLIOGRAPHY**

#### **Magazine article**

Author. (Date of publication). Title of article. Name of Publication, volume(issue), page numbers.  
Eg, **Allan, B. (2004, March). The food fight. *Consumer*, 438, 8-11.**

#### **Newspaper article**

Author. (Date of publication). Title of article. Name of Publication, p. page numbers.  
Eg, **Collins, S. (2016, June 10). We can turn crisis around: Missioner. *New Zealand Herald*, pp. A14-A15.**

#### **Book**

Author. (Year of publication). *Title of book* (Edition). Place of Publication: Publisher.  
Eg, **Strawson, G. (2014). *The secret connexion: Causation, realism, and David Hume* (Rev. ed.). Oxford, United Kingdom: Oxford University Press.**

#### **Webpage.**

##### **Unknown author**

Title of Web page. (Publication date or last update). Retrieved from URL  
Eg, **Swim with whales: An unforgettable wildlife encounter. (n.d.). Retrieved from [http://en.whales.org/encounters/big\\_whales](http://en.whales.org/encounters/big_whales)**

##### **Known author**

Author. (Publication date or last update). Title of Web page. Retrieved from URL  
Eg, **Smith, A. (n.d.). Twentieth century New Zealand composers. Retrieved from <http://www.classicalmusic.co.nz/composers.htm>**

##### **Created by an organisation/corporate author**

Publisher or Sponsor of the Site. (Publication date or last update). Title of Web page. Retrieved from URL  
Eg, **Wareshop Group. (2016, Aug. 13). Business profile. Retrieved from <http://www.wareshop.co.nz>**

“Harvard Generator”- can also be used by students to reference sources of information.  
***Students should check with the teacher of each subject.***

#### **Bibliography**

Cooper, M. (2006). *The age of personal space*. New York: Basic Books.  
Illustrated dictionary of medical and health sciences. (2001). Cambridge, England: Crosby-Williams.  
Larsen, A., Brown, B., Chan, C., Williams, D., Tahatai, M., & Singh, R. (2016). *The decline and fall of the modern generation*. Sydney, Australia: New Media Press.  
O'Carroll, A., & Brown, B. (1992). A battle from the beginning: The life and times of a heavyweight champion. *Sport and Fitness*, 14(2), 25-37.  
Otto, A., & Brown, B. (2005). *Sustainability in practice: Overcoming energy challenges in the 21st century*. Vancouver, Canada: Northwoods Press.

**The following pages outline the assessment requirements for each HSC subject offered in 2024.**

**Full statements of outcomes for each subject can be found on the NESAs Website.**

**<https://www.boardofstudies.nsw.edu.au/syllabus-hsc/>**

**Course: Agriculture**

**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Class report (Plant Production)	Experimental Report (Animal Production)	Product Study Research Task	Trial Exam (All Topics)	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 6	Term 3 Week 5	
Outcomes	1.1, 2.1, 3.1, 5.1	2.1, 2.2, 3.1, 4.1, 5.1	2.2, 3.1, 3.2, 3.3, 3.4	All	
Knowledge and understanding of: <ul style="list-style-type: none"> <li>The physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems</li> <li>The impact of innovation, ethics and current issues on Australian agricultural systems</li> </ul>	10	5	10	15	40
<ul style="list-style-type: none"> <li>Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner</li> <li>Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing</li> </ul>	5	10	10	15	40
<ul style="list-style-type: none"> <li>Skills in effective research, experimentation and communication</li> </ul>	5	10	5		20
<b>Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Course: Ancient History**  
**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Research Core Study: Cities of Vesuvius - Pompeii and Herculaneum	Source Analysis Ancient Societies Spartan Society	Historical Analysis Personalities in their Times Agrippina the Younger	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 9	Term 3 Week 6	Term 3 TBA	
Outcomes	AH12-6 AH12-8 AH12-9 AH12-10	AH12-1 AH12-2 AH12-3 AH12-9	AH12-5 AH12-6 AH12-8 AH12-9	AH12-3 AH12-4 AH12-6 AH12-7	
Knowledge and understanding of course content	5	5	5	20	<b>35</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	10	10	10	<b>40</b>
Historical inquiry and research	10		5		<b>15</b>
Communication of historical understanding in appropriate forms	5	5			<b>10</b>
<b>Marks</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Course: Biology**  
**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Model Building  Building a model of DNA	Depth Study  Research and report on the role of developmental genes in evolution	Practical Investigation  Design and conduct a practical investigation	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 6	Term 3 TBA	
Outcomes	BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO12-14	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Skills in Working Scientifically	15	10	25	10	<b>60</b>
Knowledge and understanding	5	10	5	20	<b>40</b>
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Course: Chemistry**  
**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Equilibrium Depth Study  Module 5	Titration Practical Task  Module 6	Organic Chemistry Research Task  Module 7	Trial Examination  Modules 5, 6, 7 and 8	
Timing	Term 4 Week 10	Term 1 Week 7	Term 2 Week 7	Term 3 Week 3	
Outcomes	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12	CH11/12-3 CH11/12-5 CH12-13	CH11/12-3 CH11/12-5 CH11/12-7 CH12-14	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Skills in Working Scientifically	20	15	5	20	<b>60</b>
Knowledge and Understanding	10	5	15	10	<b>40</b>
<b>Marks</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Course: Community and Family Studies**  
**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Case study Community Group	Independent Research Project	Research Task Support for parents/carers +agency/service	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 TBA	
Outcomes	2.2 3.3 5.1	4.1 4.2	3.2 3.4 5.1 5.2	1.1 to 6.2	
Knowledge and understanding of course content	10	5	10	15	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	<b>60</b>
<b>Marks</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>



**Course: Design and Technology**

**Units: 2**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	<b>Project Proposal Presentation</b>	<b>Innovation and Emerging Technology Case Study*</b>	<b>Pit Stop Check MDP</b>	<b>Trial HSC Examination</b>	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 6	Term 2, Week 4	Term 3, Weeks TBC	
<b>Outcomes</b>	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Knowledge and understanding of course content		20		20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

\* Mandatory task

**Course: Drama**  
**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Individual Project or Presentation of Individual Project: Performance</b> Hand-in/present work in progress including log book with ongoing drafts, research, investigation of ideas and reflection	<b>Performance Task: Studies in Drama and Theatre Topic</b> Creation of a model for forum theatre and performance	<b>Presentation Group Performance</b> Presentation of Group Performance under development, log book including preliminary script development, research, planning and reflection	<b>Trial HSC Examination</b> Written Examination	
<b>Timing</b>	Term 1, Week 2	Term 1, Week 8	Term 2, Week 8	Term 3, Week 2	
<b>Outcomes</b>	H1.2, H1.3, H1.5, H3.1, H3.2	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H3.1, H3.2, H3.3, H3.4, H3.5	
Making	15	10	15		<b>40</b>
Performing		15	15		<b>30</b>
Critically Studying	10			20	<b>30</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

**Course: Engineering Studies**

**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Civil Engineering Solution and Report	Transport Engineering Problem-Solving	Aeronautical Engineering Materials Modification Research	Yearly Examination	
	Term 4 Week 10	Term 1 Week 10	Term 2 Week 10	Term 3 TBA	
	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
Knowledge and understanding of course content	10	15	15	20	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	15	10	5	10	<b>40</b>
<b>Marks</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Course: English Advanced**  
**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Multimodal text using prescribed text and related material Texts and Human Experiences	Creative Writing Task and Reflection Craft of Writing Module C	Comparative Essay Textual Conversations	Trial HSC Examination  Common Module Module A Module B Module C (5%)	
Timing	Term 4 Week 9	Term 1 Week 6	Term 2 Week 6	Term 3 TBA	
Outcomes	EA12-1 EA12-2 EA12-3 EA12-5 EA12-6 EA12-7	EA12-2 EA12-3 EA12-4 EA12-5 EA12-7 EA12-9	EA12-1 EA12-3 EA12-5 EA12-6 EA12-8	EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-8	
Knowledge and understanding of course content	10	10	15	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	<b>50</b>
<b>Marks</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Course: English Standard**  
**Units 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Multimodal text using prescribed text and related material Texts and Human Experiences	Imaginative Task and Reflection Craft of Writing Module C	Analytical Response Language, Identity and Culture	Trial HSC Examination  Common Module Module A Module B Module C (5%)	
Timing	Term 4 Week 9	Term 1 Week 6	Term 2 Week 6	Term 3 TBA	
Outcomes	EN12-1 EN12-2 EN12-3 EN12-5 EN12-6 EN12-7	EN12-2 EN12-3 EN12-4 EN12-5 EN12-7 EN12-9	EN12-1 EN12-3 EN12-5 EN12-6 EN12-8	EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-8	
Knowledge and understanding of course content	10	10	15	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	<b>50</b>
<b>Marks</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Course: English Studies**  
**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Multimodal presentation with related material Mandatory Module: Texts and Human Experiences	Research Task Elective Module: On the Road	Collection of Class Tasks Portfolio All Modules (Handed out Term 4, 2022)	Listening Task  Mandatory Module and Elective – Digital Worlds	
Timing	Term 4 Week 8	Term 1 Week 8	Term 3 Week 4	Term 3 Week 4	
Outcomes	ES12-1 ES12-2 ES125 ES12-6 ES12-8	ES12-3 ES12-5 ES12-7 ES12-8 ES12-9	ES12-3 ES12-4 ES12-5 ES12-9 ES12-10	ES12-1 ES12-2 ES12-3 ES12-8 ES12-9	
Knowledge and understanding of course content	10	20	10	10	
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	10	20	10	<b>50</b>
<b>Marks</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

**Course: Exploring Early Childhood**

**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Learning Experiences / Play and the Developing Child	Starting School / Children's Literature	Child Health and Safety/ Children's Services Industry	Trial Examination Optional Modules	
	Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5	
	1.3, 1.4, 1.5, 2.2, 4.2, 6.2	1.2, 1.3, 4.1, 4.2, 6.1	1.4, 2.1, 2.3, 2.4, 4.1, 6.1	1.3, 1.4, 1.5, 2.1, 2.4, 2.5, 3.1, 6.2	
Knowledge and Understanding	10	10	15	15	<b>50</b>
Skills	15	20	15		<b>50</b>
<b>Marks</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>15</b>	<b>100</b>

**Course: Food Technology**  
**Units :2**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Research Task A.F.I	Food Manufacture Task	Food Product Development and Presentation	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 TBA	
Outcomes	H1.2, H1.4, H3.1	H1.1, H4.2	H1.3, H4.1, H5.1	H1.1- H5.1	
Knowledge and understanding of course content	20			20	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	5	10	15		<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		<b>30</b>
<b>Marks</b>	25	25	30	20	<b>100</b>



**Course: Industrial Technology - Timber**

**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Designing and Planning Presentation	Industry Development	Project Development and Management Report	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks TBC	
Outcomes	H3.1, H3.2, H5.1	H1.1, H1.2, H5.2, H7.1,	H2.1, H3.3, H4.1, H5.2, H6.2 H4.3,	H1.3, H6.1, H7.2	
Knowledge and understanding of course content	0	20	0	20	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	20	0	30	10	<b>60</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Course: Investigating Science**

**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Research Task	Depth Study	Critical Review	Trial HSC Examination	
	Module 5	Modules 5 and 6	Module 7	Modules 5–8	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 TBA	
Outcomes	INS11/12-5 INS11/12-7 INS12-12	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS12-13	INS11/12-1 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15	
Skills in Working Scientifically	15	15	20	10	<b>60</b>
Knowledge and Understanding	5	5	10	20	<b>40</b>
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Course: Mathematics Advanced**  
**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	In-Class Test (Cheat Sheet):  Functions and Calculus	In-Class Test (Cheat Sheet):  Calculus and Trigonometry	Investigation Task  Data	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 TBA	
Outcomes	MA12-1 MA12-3 MA12-6	MA12-3 MA12-5 MA12-6 MA12-7	MA12-8 MA12-9 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-10	
Understanding, fluency and communicating	10	15	10	15	<b>50</b>
Problem solving, reasoning and justification	10	15	10	15	<b>50</b>
<b>Marks</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Course: Mathematics Extension 1**  
**Units: 1**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Assignment (How does induction help us?)  Proof	Topic Test (Cheat Sheet):  Calculus	Investigation Style Task (If you could jump on another planet, how far would you leap?)  Vectors	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4 & 5	
Outcomes	ME12-1 ME12-6 ME12-7	ME12-1 ME12-4 ME12-6 ME12-7	ME12-2 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-6 ME12-7	
Understanding, fluency and communicating	<b>15</b>	10	10	15	<b>50</b>
Problem solving, reasoning and justification	15	10	10	15	<b>50</b>
<b>Marks</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Course: Mathematics Extension 2**

**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Topic Test (Cheat Sheet)  Introduction to Complex Numbers	Investigation Style Task:  Design an aerobatic display	Topic Test (Question Bank)  Further Integration	Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 4 & 5	
Outcomes	MEX 12-1 MEX 12-4 MEX 12-7 MEX 12-8	MEX 12-1 MEX 12-3 MEX 12-7 MEX 12-8	MEX 12-1 MEX 12-5 MEX 12-7 MEX 12-8	MEX 12-1 MEX 12-2 MEX 12-3 MEX 12-4 MEX 12-5 MEX 12-6 MEX 12-7 MEX 12-8	
Understanding, fluency and communicating	10	15	10	15	<b>50</b>
Problem solving, reasoning and justification	10	15	10	15	<b>50</b>
<b>Marks</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Course: Mathematics Standard 1**  
**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	In-Class Test: (Question Bank)  Algebra	Investigation Assignment:  Networks and Paths, Simultaneous Equations	In-Class Test: (Cheat sheet)  Measurement	Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 8	Term 3 TBA	
Outcomes	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-3, MS1-12-9, MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-10	
Understanding, fluency and communicating	15	10	10	15	<b>50</b>
Problem solving, reasoning and justification	15	10	10	15	<b>50</b>
<b>Marks</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Course: Mathematics Standard 2**

**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Topic Test (Question Bank)  Algebra	Topic Test (Cheat Sheet)  Networks	Investigation Style Task (How much does it cost to get some peace?)  Measurement	Trial HSC Examination	
Timing	Term 4 Week 7	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 4 & 5	
Outcomes	MS2-12-1 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-8 MS2-12-10	
Understanding, fluency and communicating	10	10	15	15	<b>50</b>
Problem solving, reasoning and justification	10	10	15	15	<b>50</b>
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Course: Personal Development, Health and Physical Education (PDHPE)**

**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Core 1 Research Task	Sports Medicine Assessment Task	Core 2 Case Study Analysis	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Week TBA	
Outcomes	H1, H2, H16	H8, H13, H17	H7, H8, H11, H16	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Knowledge and understanding of course content	10	5	5	20	<b>40</b>
Skills in critical thinking, research, analysing and communicating	15	15	20	10	<b>60</b>
<b>Total</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>



**Course: Physics**  
**Units :2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Depth Study (Advanced Mechanics)	Model AC/DC Motors and Generators (Electromagnetism)	Research Task (Nature of Light/From the Universe to the Atom)	Trial HSC Examination	
	Term 4 Week 5	Term 1 Week 7	Term 2 Week 9	Term 3 TBA	
	PH12-12 PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7	PH12-13 PH11/12-3 PH11/12-4 PH11/12-6 PH11/12-7	PH12-14 PH12-15 PH11/12-4 PH11/12-5 PH11/12-7	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15	
Skills in Working Scientifically	20	20	10	10	<b>60</b>
Knowledge and Understanding	5	5	15	15	<b>40</b>
<b>Marks</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Course: Sport, Lifestyle and Recreation**

**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	First Aid Practical Assessment Task	Games and Sport Applications II Practical Assessment Task	Sports Coaching Assessment Task	Yearly Examination	
Timing	Term 4 Week 9	Term 1 Week 7 - 8	Term 2 Week 7	Term 3 Week TBA	
Outcomes	3.6, 4.4, 4.5	1.1, 3.1, 4.1, 4.4	1.3, 2.1, 2.2, 3.2, 4.2, 4.5	1.3,1.5, 2.3, 2.5, 3.5, 3.6, 4.3, 4.5	
Knowledge and understanding of the factors that influence health and participation in physical activity	5	5	20	20	<b>50</b>
Skills in developing a commitment to an active, healthy lifestyle and the achievement of movement potential	15	20	10	5	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

**Course: Visual Arts**  
**Units: 2**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task	VAPD and Proposal for Body of Work	Critical & Historical Studies task	Trial HSC Exam	Completed Body of Work	
Timing	Term 4 Week 8	Term 1 Week 9	Term 3 Exam Week	Term 3 Week 6-7 (Date set by BOSTES)	
Outcomes	H1, H2, H3	H7, H8, H9, H10	H7, H8, H9, H10	H4, H5, H6	
Artmaking	15			35	<b>50</b>
Art Criticism and Art History		20	30		<b>50</b>
<b>Total %</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>35</b>	<b>100</b>

**Scone High School Student Competency Assessment Schedule**  
**VET Agriculture, Horticulture and Conservation and Land Management**  
**AHC20116 Certificate II in Agriculture**

*HSC course*

Assessment events for AHC20116 Certificate II in Agriculture <i>Must be edited to suit school delivery – refer to TAS</i>			Cluster 3	Cluster 4	Cluster 8	Cluster 5	Work placement 2*	HSC trial exams**
			Week 4 Term 4	Week 2 Term 1	Week 8 Term 1	Week 3 Term 3	Week 2 or 4 Term 2	Week 5 Term 3
Cluster	Code	Unit of competency						
3	AHCWRK201	Observe and report on weather	X					
4	AHCCHM201	Apply chemicals under supervision		X				
	AHCPMG201	Treat weeds						
8	AHCLSK209	Monitor water supplies			X			
	AHCLSK211	Provide feed for livestock						
5	AHCLSK202	Care for health and welfare of livestock						
	AHCLSK204	Carry out regular livestock observation				X		
	AHCLSK205	Handle livestock using basic techniques						
	AHCLSK206	Identify and mark livestock						

**\* Students must complete 70 hours of work placement during the course before the end of term 3, 2024.**

Depending on the achievement of units of competency, the possible qualification outcome is a **AHC20116 Certificate II in Agriculture** or a **Statement of Attainment towards a AHC20116 Certificate II in Agriculture**. 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”.

\*\*Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy. *Public Schools NSW, Tamworth* (RTO 90162) have engaged NESAs to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESAs directly for additional copies of their transcript.

	<b>Business Services Assessment Schedule HSC</b> <b>RTO - Department of Education - 90333, 90222, 90072, 90162</b> <b>Qualification: BSB30120 Certificate III in Business</b> <b>Cohort 2023 2024 Training Package BSB Business Services Training Package (version 8)</b>
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Assessment Tasks for Certificate III in Business BSB30120		Task 4	Task 5	Task 6	Task 7	HSC Trial Exam
		Wellbeing	Mastering document design	Sharing is caring	Thinking critically	
<b>Assessment due</b>		Week: Term:	Week: Term:	Week: Term:	Week: Term:	Week: Term:
Code	Unit of Competency					HSC Examinable Units of Competency
<a href="#">BSBPEF201</a>	Support personal wellbeing in the workplace	X				
<a href="#">BSBPEF301</a>	Organise personal work priorities		X			
<a href="#">BSBTEC301</a>	Design and produce business documents		X			
<a href="#">BSBSUS211</a>	Participate in sustainable work practices			X		
<a href="#">BSBTWK301</a>	Use inclusive work practices			X		
<a href="#">BSBTEC303</a>	Create electronic presentations			X		
<a href="#">BSBCRT311</a>	Apply critical thinking skills in a team environment				X	
<a href="#">BSBOPS301</a>	Maintain business resources				X	

Depending on the achievement of units of competency, the possible qualification outcome is **Certificate III in Business BSB30120** or a **Statement of Attainment towards Certificate III in Business BSB30120**.

**Schools may schedule exam items in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. Students need to demonstrate that they have gained and can apply the specific knowledge and skills for 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”. A course mark is not allocated.

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 4	Task 5	Task 6	Task 6a	Trial HSC Exam
		Working in the Industry	To Project and Serve	Showtime	Plan a Career	
		Week: 7 Term: 1 (2023)	Week: 10 Term: 2	Week: 8 Term: 3	Week: 5 Term: 4	Week: Term:
<b>Code</b>	<b>Unit of Competency</b>					HSC Examinable Units of Competency
CUAIND311	Work effectively in the Creative Arts Industry	X				
SITXCCS014	Provide service to customers		X			
CUASOU306	Operate sound reinforcement systems		X			
CUAVSS312	Operate vision systems		X			
CUASTA311	Assist with production operations for live performances			X		
CUASMT311	Work effectively backstage during performances			X		
CUAIND314	Plan a career in the creative arts industry				X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards CUA30420 Certificate III in Live Production and Services**.

**Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

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”. A course mark is not allocated.