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**ST PAUL'S
COLLEGE**
WALLA WALLA, NSW

2024 Year 12 Student Assessment Handbook

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ST. JOHN'S HOSPITAL

AMERICAN HOSPITAL

WILMINGTON, DEL.

St Paul's College HSC Assessment Handbook

Welcome to the HSC Course. This handbook provides information about the requirements of the NSW Education Standards Authority (NESA) and St Paul's College for your HSC subjects.

Schools are required to submit information to NESA about student achievement in the HSC. This information is derived from the internal assessment program for each course of study. The focus for this booklet is on requirements around HSC assessment.

Important information about HSC enrolment, assessment, exams, results and the consequences of breaking rules can be found in the *HSC Rules and Procedures Guide* on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/2024-rules-and-procedures-guide>

Subject specific information about HSC assessment requirements can be found via syllabus documents on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

Further information around the requirements of the HSC credential can also be found at the NESA Assessment Certification Examination (ACE) website:

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

Year 12 Student Responsibilities

The completion of Year 12 and the HSC year involves a number of responsibilities on the part of students. In order to maximise their HSC potential, students should note the following responsibilities:

- Students should attend, on time, scheduled classes, whether these classes are within the timetable or offline. Students should note that missing a scheduled lesson in order to work on a major work is not justifiable or permissible.
- Students should engage with class and homework tasks and holiday homework in a genuine way. Students should view all learning experiences as opportunities to hone their skills and knowledge; all tasks should be attempted to the best of their ability.
- Students should facilitate a productive learning environment for themselves and their peers.
- Students should understand that studying in the Learning Hub during lessons when they are not required to attend a scheduled class is a privilege.
- Students should maintain meaningful dialogue with their teachers. Students should ensure that they engage in informed questioning within the classroom to clarify any material of which they are unsure. They should submit drafts, in a timely fashion, to their teachers for consideration and feedback.
- Students should take responsibility to catch up on work that has been missed. Students should take the active role in liaising with their teachers, often outside of timetabled class time, to determine the specific work that needs to be completed.
- Students should provide documentation to verify all absences from scheduled classes, including classes that are conducted off-line, such as extension courses.

1. The purpose of assessment

Schools rank their students in each HSC subject and supply NESA with the internal assessment mark for each student for that course. These marks are derived from students' performances in the whole of the assessment program for each subject. In an assessment program, subject teachers set assessment tasks such as tests, research projects, essays and practical tasks. Each student completes these assessment tasks to meet the requirements of the course.

The internal assessment marks are used by NESA, with external examination marks, to determine the final HSC mark which appears on each student's HSC credential. This mark is a 50:50 combination of internal assessment mark and external examination mark. It should be noted, however, that internal assessment marks go through a process of moderation based upon the performance of a subject cohort in the HSC Examination. Questions about this process can be directed to the Director, Teaching and Learning.

Students must make a genuine attempt to complete all assessment tasks in each course studied.

2. Notification of assessments

Assessment schedules are provided for each subject and can be found at the rear of this booklet. The schedule provides an outline of the following:

- the number of assessment tasks – a maximum of 4 per subject
- the general nature of the task
- the term and week within which the task is due
- the syllabus outcomes that the task will assess
- the percentage weighting attached to each task
- the ways that mandatory assessment components will be assessed across the course

Assessment task notifications/ criteria sheets provide specific information about individual assessment tasks and are issued at least two weeks prior to the due date via the college's learning management system. This information includes:

- the precise nature of the task
- the due date
- the percentage weighting and might include the raw mark value
- the conditions for submission and/ or completion
- assessment criteria
- drafting protocols

It is a student's responsibility to ensure that the work is submitted on time or that they are present for an assessment task. It is also the student's responsibility to access assessment task notifications/ criteria sheets via the learning management system.

The '**HSC 2024 Schedule of Due Dates for Assessment Tasks**' provides an outline about the assessment tasks for all HSC subjects in due date order. This outline is subject to change; students can be issued with an updated schedule if significant alterations to due dates have occurred. The purpose of this schedule is to assist students to plan their work so that they can avoid placing themselves under significant pressure.

Whilst dates in the schedule are accurate at the time of printing, the source of truth about the due date of an assessment task is always the assessment task notification/ criteria sheet that is uploaded to the learning management system two weeks prior to an assessment due date.

3. Absence from assessment tasks

If a student is unable to complete an assessment task because of illness, permissible leave, a genuine family crisis or misadventure, the College should be notified as soon as possible before or after the absence and it should be identified that they will miss a HSC assessment task. This information should be directed to the Director, Teaching and Learning.

Students will be required to complete an 'Application for Special Consideration.' This form is available from the Director, Teaching and Learning. Appropriate documentation (for example, a medical certificate) should be provided to substantiate an application for special consideration. This should be timely and dated by the appropriate professional on, or very soon after, the date of the missed task. The application for special consideration should be submitted to the Director, Teaching and Learning within 5 school days of the missed task.

Decisions around the resolution of an application for special consideration will be made by the Director, Teaching and Learning. In most instances, students will complete the assessment task or a substitute task. This will be completed immediately on returning to school at a time determined by the College. Failure to complete assessment tasks on re-scheduled dates will result in the record of a zero mark for the task if unsubstantiated by further appropriate documentation.

Students will be penalised if they are absent unless they can satisfy the requirements for special consideration. Family holidays do not meet those requirements.

The consequences of a student being absent for an extended period or suffering some ailment which would prevent them adequately completing the task will be dealt with in consultation with the Director, Teaching and Learning.

4. Late assessment tasks

Where there is no valid reason for the late submission or completion of an assessment task, penalties will be applied as follows:

- 1st day 50% penalty
- 2nd day additional 20%
- 3rd day additional 10%
- 4th day additional 10%
- 5th day additional 10%

Computer failure will NOT be accepted as a valid excuse for lateness; this includes emails that fail to send and uploads of incorrect documents. It also includes technical issues with computers. Drafts should be saved and printed; back-up copies should be made.

Students are expected to submit all tasks even if a zero mark has been awarded. Failure to submit a task may endanger the student satisfactorily completing their HSC.

5. Applications for extensions

Extensions may be granted at the discretion of the Director, Teaching and Learning in consultation with the classroom teacher. Students will be required to complete an 'Application for Special Consideration,' as outlined, above, in Section 3. Appropriate documentation will be required. Students might also be required to provide evidence of progress in the relevant assessment task.

Students need to make an application for an extension well before the due date (not within the four days leading up to the due date) or as soon as possible prior to the due date, in the case of illness or misadventure.

6. Assessment malpractice: collusion, copying, plagiarism and other forms of cheating

All HSC students have completed the NESA 'All My Own Work' modules and sign HSC confirmation of entry documents that acknowledge this completion. These modules assist HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

Students must submit their own work and acknowledge sources and other forms of assistance. Substantiated instances of malpractice will result in a '0' mark for the assessment task. Collusion - aiding and abetting cheating - may also result in a '0' mark for the assessment task for all students involved. In such cases, students will be made to re-sit the assessment task at a time convenient to the College; zero marks, however, will stand.

Submitted tasks are uploaded to the learning management system through Turnitin. This is an internationally used program that provides reports on plagiarism detection. Appropriately referencing sources will avoid charges of assessment malpractice. Questions about appropriate referencing can be directed to classroom teachers.

7. Notification of penalties and processes for review and appeal

Parents or guardians of the student will be informed, in writing, of any breaches of this policy and the subsequent penalties. Failure to complete an assessment task, or a non-serious attempt, will result in the award of a '0' mark and the submission of an 'N' (non-completion) warning notice. The student will be required to re-sit or complete the task at a time that is convenient to the College.

Formal warnings of a possible 'N' determination will also be sent to parents and guardians as appropriate. These letters should be countersigned by the parents or guardians and returned to the Director, Teaching and Learning within five days of their receipt.

Should a student receive a '0' mark or any other penalty for an assessment task, a review of the procedures relevant to the determination may be requested. The review will be conducted by Director, Teaching and Learning in consultation with classroom teachers and/ or the relevant Head of Department and other College personnel as deemed necessary. Assessment procedures – as outlined in this booklet - of the College and the rules of NESA will be the basis for the review.

Students have the right to request a review of their assessment rank if their reported rank differs from their expected rank. In the first instance, students should speak to their classroom teacher. If the issue is not resolved, it can be referred to the Director, Teaching and Learning.

If a student's appeal, as outlined above, is unsuccessful, the student may then appeal to the NSW Education Standards Authority (NESA). The College will advise the student on the procedure for such an appeal.

As a general rule, students cannot question the marking of an assessment task. Teacher's judgment of the work of individual assessment tasks are not subject to review. However, if it appears that marks have

been added incorrectly, or if there are questions about how marks were allocated, questions can be posed to the classroom teacher.

8. Vocational Education and Training (VET) courses

St Paul's College offers VET subjects in 2 main areas:

1. Curriculum Frameworks Courses
2. NESA Endorsed Courses – Content Endorsed Courses.

Curriculum Frameworks Courses:

- count towards ATAR if you choose to sit the final exam
- award a vocational certificate that is recognised across Australia.
- include the VET courses of Hospitality and Primary Industries (Agriculture)

NESA Endorsed & Content Endorsed Courses:

- do NOT count towards ATAR
- do not require you to sit an external HSC exam
- award a vocational certificate

Unlike other subjects, assessment schedules are not issued for VET subjects, because of the different nature of the assessment procedure.

All VET courses have a work placement component. For 120 hour course, 35 hours work placement, for 240 hour course, 70 hours work placement. Work placement is a compulsory component of all VET Courses.

9. Invalid Tasks

In any instance where parity in an assessment task has been compromised, the College reserves the right to deem that task invalid. In such instances, a range of options will be considered. These include the staging of an alternative assessment task. Alternatively, the assessment program might be limited to the remaining tasks with the ratio of assessment weighting preserved.

10. The Record of School Achievement (RoSA): leaving school before the HSC

Students who leave school after Year 10 but before they have completed the HSC are eligible for a RoSA (Record of Student Achievement). This document states all of the courses they have completed. This is a progressive document, and student results from Year 10 and Year 11 courses are included. The RoSA can be requested when a student decides to leave.

Students can request a copy of their entry to the Year 11 or HSC Course at any time from the school if they wish to use it for the purpose of job seeking, scholarship applications or university entrance programs for example. See the Director, Teaching and Learning for more information.

Assistance: Key College Personnel

Staff Member	Role	Area of Concern
Miss Anita Morton	Principal	General
Ms Kym Armstrong	Director, Teaching & Learning	Subjects, Assessment, NESAs, Teaching & Learning
Ms Caroline Clancy	Deputy Principal - Students	Wellbeing
Mr Peter O'Neill	Deputy Principal - Staff Mathematics Head of Department	Mathematics Advanced, Mathematics Standard 1 & 2, Mathematics Extension 1 & 2
Mrs Kara Robinson	English Head of Department	English Standard, English Advanced, English Extension 1, English Studies
Ms Kym Armstrong	Science Head of Department	Biology, Chemistry
Miss Eliza Flanigan	Careers Teacher	Careers, Subject Selection, University, TAFE
Mrs Michelle Wilson	PDHPE Head of Department	PDHPE, CAFS
Mr Malcolm Thomas	VET, School Based Traineeships TAS Head of Department	Hospitality, Sport & Recreation, Primary Industries Agriculture, Industrial Technology
Mrs Sarah Cunningham	Coordinator, Learning Enhancement	Learning and Exam Support
Miss Courtney Brogden	HSIE Head of Department	Ancient History, Business Studies, Legal Studies
Mrs Stacey Hartwich	CAPA Head of Department	Drama, Music, Visual Arts



Alteration to Stage 6 Pattern of Study

This form needs to be completed in all instances where a student changes a subject, or a level within a subject, after the commencement of the academic year.

This form is to be submitted to the Director, Teaching and Learning, before the change is made.

Name: _____ Care Group: _____

Year level: _____ ATAR / Non-ATAR (Please circle)

Current subject for alteration: _____

Proposed subject: _____

Reasons for change: _____

New Pattern of Study:	
Subject	Units
Total no. of units	

Parent/ Guardian: Name _____ Signature _____

Careers Advisor: _____

Teacher of current subject: _____

Teacher of proposed subject: _____

Head of Department: _____

Change approved: _____ Date: _____
Director, Teaching and Learning



Student Assessment: Application for Special Consideration - 2024

- ☐ Extension
☐ Appeal for consideration due to illness, accident or misadventure

Student Name: _____

Subject: _____

Teacher: _____

Nature of Task: _____

Due Date: _____

Reason for Appeal / Extension request: _____
(or attach statement) _____

Documentation attached: Yes ☐ No ☐

I declare that all of the information provided in my documentation is true.

I give permission for the Principal of St Paul's College, or their nominated agent, to obtain further details from any person who has provided documentation to substantiate this application for special consideration.

Signature of Student Date

Signature of Parent Date

Teacher's Recommendation: _____

Director, Teaching and Learning decision:

Reasons for decision:

- ☐ Penalty of __ %
☐ Extension approved
☐ New due date: _____
☐ Alternative task to be completed
☐ Estimate to be generated
☐ Task to be submitted with penalty
☐ No extension granted

Signature: _____



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Assessment Schedule HSC Course 2024

SUBJECT: Agriculture

TEACHER: Ms Belinda Everingham

TASK:	Task1 Farm Product Study	Task 2 Plant/animal Production	Task 3 Trial Exam	TOTAL WEIGHT
TIMING:	Term 4 Week 7	Term 2 Week 5	Term 3 Week 4-5	%
Knowledge and understanding of course content	15	15	10	40
Knowledge, understanding and skills required to manage agricultural production systems	10	10	20	40
Skills in effective research, experimentation and communication	10	10		20
Weighting	35	35	30	100
Outcomes Assessed	H1.1 H3.2 H3.3 H3.4	H1.1 H2.1 H2.2 H4.1	H1.1 H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1 H5.1	



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Assessment Schedule HSC Course 2024

SUBJECT: Ancient History

TEACHER: Mrs Meagan Edwards

TASK:	Cities of Vesuvius Presentation	Xerxes Historical Analysis	Sparta: Source Analysis	Trial Exam (All topics – Greek World)	TOTAL WEIGHT
TIMING:	Term 4 Week 8	Term 1 Week 7	Term 2 Week 5	Term 3 Week 4+5	
Knowledge and understanding	5	10	10	15	40
<i>Historical skills in the analysis and evaluation of sources and interpretations</i>	5	5	5	5	20
<i>Historical inquiry and research</i>	10	10			20
<i>Communication of historical understanding in appropriate forms</i>	5	5	5	5	20
Weighting	25%	30%	20%	25 %	100
Outcomes Assessed	AH12-6 AH12-7 AH12-9	AH12-4 AH12-5 AH12-6 AH12-8 AH12-9	AH12-2 AH12-3 AH12-4	AH12-1 AH12-9 AH12-10	



Assessment Schedule HSC Course 2024

SUBJECT: Biology

TEACHER: Ms Jessica Kotzur

	Task 1 Microbial Testing – Practical investigation <i>Depth Study (12 hours)</i>	Task 2 Model and oral presentation - Hand in Task	Task 3 Biotechnology – In class resourced test <i>Depth Study (8 hours)</i>	Task 4 Trial Exam	TOTAL WEIGHT
	T4 W5	T1 W6	T2 W7	T3 Exam block	%
Knowledge and Understanding	5	10	15	10	40
Skills in Working Scientifically	15	10	15	20	60
Weighting (%)	20	20	30	30	100
Outcomes Assessed	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO12-14	BIO11/12-1, BIO11/12-2, BIO11/12-3, 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, BIO11/12-4, BIO11/12-5, BIO11/12-6 BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	



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Assessment Schedule HSC Course 2024

SUBJECT: Business Studies

TEACHER: Mrs Jodie Hulme

TASK:	Operations Task	Marketing Task	Financial statement analysis	Trial HSC	TOTAL WEIGHT
TIMING:	Term 4 Week 9	Term 1 Week 7	Term 2 Week 4	Term 3 Week 4&5	
Knowledge and understanding	10	10	10	10	40
Stimulus-based skills			10	10	20
Inquiry and research	10	10			20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Weighting	25	25	25	25	100
Outcomes Assessed	H1, H2, H5, H7, H8, H9	H3, H4, H6, H7, H8, H9	H2, H5, H6, H8, H10	H1, H2, H3, H4, H5, H6, H8, H9	



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Assessment Schedule HSC Course 2024

SUBJECT: CAFS

TEACHER: Mrs Michelle Wilson

Task number	Assessment 1	Assessment 2	Assessment 3	Assessment 4	
Nature of Tasks:	Independent Research Project (Analysis, Recommendations) (In class)	Investigation Positive influences on community attitudes towards a group (In class)	Presentation Support for Parents and Carers (Hand in)	Trial HSC Examination	TOTAL WEIGHT
TIMING:	Term 4, Week 8	Term 1, Week 8	Term 2, Week 6	Term 3, Week 4/5	
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
Weighting	20	25	25	30	100
Outcomes Assessed	H4.1, H4.2	H2.2, H2.3, H3.3	H3.2, H5.1, H5.2	H1.1 – H6.2	



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Assessment Schedule HSC Course 2024

SUBJECT: Chemistry

TEACHER: Mr Brendon Finn

	Task 1 Module 5	Task 2 Module 6	Task 3 Module 7	Task 4 Modules 5, 6, 7, 8	
	Research task	Practical Task	Depth Study	Trial HSC Examination	
Due Date	Term 4 Week 7	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 4/5	
Outcomes Assessed	CH12-12 CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7	CH12-13 CH11/12-2 CH11/12-3 CH11/12-5	CH12-14 CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7	CH12-12 CH12-13 CH12-14 CH12-15 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7	Total Weighting %
Skills in Working Scientifically	10	15	20	15	60
Knowledge and Understanding	10	5	10	15	40
Task Weighting %	20	20	30	30	100



Assessment Schedule 2024 – Year 12 – English Advanced Teacher: Mrs Kara Robinson				
	Task 1	Task 2	Task 3	Task 4
Unit	Common Module: Texts and Human Experiences	Module A: Textual Conversations	Module C: The Craft of Writing	All Modules <i>5% Module C</i>
Nature of task	Multimodal Presentation	Critical Response	Imaginative & Reflective	Trial Examination
Text/s	<i>The Crucible</i> - Arthur Miller (Drama) Student selected related texts.	<i>Hagseed</i> - Margaret Atwood (Prose) <i>The Tempest</i> – William Shakespeare (Shakespeare)	<i>Love and Honour and Pity and Pride and Compassion and Sacrifice</i> – Nam Le <i>How to Marry Your Daughters</i> - Helen Garner <i>Spotty-Handed Villainesses</i> – Margaret Atwood (Narrative & Discursive Short Texts)	All prescribed and related texts.
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 5	Term 3, Week 4/5
Outcomes assessed	EA12-2, EA12-7, EA12-8	EA12-1, EA12-5, EA12-6	EA12-1, EA12-3, EA12-4, EA12-5, EA12-9	EA12-2, EA12-3, EA12-5, EA12-7
Components	Weighting			
Knowledge and understanding of course content	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15
Total %	25	25	20	30



Assessment Schedule 2024 – Year 12 – English Extension			
	Task 2	Task 3	Task 4
Unit	Elective Module: Worlds of Upheaval	Elective Module: Worlds of Upheaval	All Modules
Nature of task	Imaginative Response and Reflection	Critical Response Integrating Student Selected Related Material	Trial Examination
Timing	Term 1, Week 5	Term 2, Week 4	Term 3, Examination Weeks
Outcomes assessed	EE12-2, EE12-5,	EE12-2, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4,
Components	Weighting		
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15
Skills in complex analysis, sustained composition and independent investigation	15	20	15
Total %	30	40	30



Assessment Schedule
2024 – Year 12 – English Standard
Teacher: Ms Taylor Emery

	Task 1	Task 2	Task 3	Task 4
Unit	Common Module: Texts and Human Experiences	Module B: Close Study of Literature	Module C: The Craft of Writing	All Modules 5% Module C
Nature of task	Multimodal Presentation	Critical Response	Discursive & Reflective	Trial Examination
Text/s	<i>Billy Elliot</i> - Stephen Daldry (Film) Student selected related texts.	<i>The Curious Incident of the Dog in the Night-time</i> – Mark Haddon (Prose Fiction)	<i>Popcorn</i> - Carol Chan (Prose) <i>Dear Mrs Dunkley</i> – Helen Garner (Non-fiction) <i>How to Live Before You Die</i> – Steve Jobs (Speech)	All prescribed and related texts.
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 5	Term 3, Week 4/5
Outcomes assessed	EN12-2, EN12-3, EN12-7	EN12-3, EN12-5, EN12-8	EN12-1, EN12-4, EN12-9	EN12-1, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8
Components	Weighting			
Knowledge and understanding of course content	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15
Total %	25	25	20	30



Assessment Schedule 2024 – Year 12 – English Studies Teacher: Mrs Rebecca Harrison				
	Task 1	Task 2	Task 3	Task 4
Unit	Mandatory Common Module: Texts and Human Experiences	Module C: On the Road	All Modules	All Modules
Nature of task	Multimodal Presentation	Group Presentation	Trial Examination	Portfolio
Text/s	<i>Billy Elliot</i> - Stephen Daldry (Film) Teacher or student selected related text	<i>Growing Up in Country Australia</i> – Rick Morton (Prose)	All prescribed and related texts.	All prescribed and related texts
Timing	Term 4, Week 8	Term 2, Week 5	Term 3, Week 4/5	Term 3, Week 7
Outcomes assessed	ES12-1, ES12-4, ES12-5, ES12-8, ES12-9	ES12-5, ES12- 6, ES12-10	ES12-1, ES12-2, ES12-7, ES12-8, ES12-9	ES12-3, ES12-4, ES12-5, ES12-9, ES12-10
Components	Weighting			
Knowledge and understanding of course content	15	10	10	15
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately, and effectively 	15	10	10	15
Total %	30	20	20	30



Assessment Schedule HSC Course 2024

SUBJECT: Industrial Technology

TEACHER: Mr Peter Holman

FOCUS AREA: METAL AND ENGINEERING TECHNOLOGIES

	COMPONENTS	% Weight	Task 1	Task 2	Task 3	Task 4
			Design Planning presentation	Industry Study	Project Development and Management - Report	Trial HSC Exam
			Term 1 Week 2	Term 1 Week 6	Term 2 Week 9	Term 3 Exam Window
OUTCOMES		Term 2	H3.1, H3.2, H4.2, H5.1,	H1.1, H1.2, H1.3, H5.1, H3.2, H7.1, H7.2	H4.1, H5.1, H5.2	H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2
	Knowledge and understanding of course content.	40%	10%	20%		10%
	Knowledge and skills in the design, management, communication and production of a major project.	60%	20%		30%	10%
	Marks	100%	30%	20%	30%	20%



Assessment Schedule HSC Course 2024

SUBJECT: Legal Studies
Teacher: Miss Courtney Brogden

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Crime: Portfolio research task	Focus study 1 (Consumer): Research task and in-class essay	Focus study 2 (Family): Case study and related written task	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 7	Term 3, Week 4&5	
	H1, H4, H6, H7, H8	H1, H5, H6, H7, H9, H10	H1, H5, H6, H8, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	
Knowledge and understanding of course content	10	5	5	20	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	10	5	5		20
Communication of legal information, issues and ideas in appropriate forms		5	10	5	20
Marks	25	20	25	30	100



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SUBJECT: Mathematics Advanced

TEACHER: Mr Joel Bartholomaeus

	Differentiation & Integration Assignment	Seen Test	Resourced Test	TRIAL Examination	TOTAL WEIGHT
	Term 1 Week 4	Term 1 Week 10	Term 2 Week 9	Term 3, Week 4-5	%
Understanding, fluency and communication	15	10	10	15	50
Problem solving, reasoning and justification	10	10	15	15	50
Weighting (%)	25	20	25	30	100
Outcomes Assessed	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-2, MA12-4, MA12-8, MA12-9, MA12-10	ALL	



Assessment Schedule HSC Course 2024

SUBJECT: HSC Mathematics Standard 1

TEACHER: Mr Peter O'Neill

	Networks Assignment	Resourced Test	In-class Assessment	Trial Examination	TOTAL WEIGHT
	Term 4 2023 Week 5 9/11/23	Term 1 2024 Week 5	Term 2 2024 Week 6	Term 3 2024 Week 4/5	%
Understanding, fluency, and communication	5	15	10	20	50
Problem solving, reasoning and justification	15	10	15	10	50
Weighting (%)	20	25	25	30	100
Outcomes Assessed	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	ALL	



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Assessment Schedule HSC Course 2024

SUBJECT: Mathematics Standard 2

TEACHER: Miss Molly Slater

	Networks Assignment	Resourced Test	In-class Assessment	Trial Examination	TOTAL WEIGHT
	Term 4, 2023 Week 5 9/11/23	Term 1, 2024 Week 5	Term 2, 2024 Week 6	Term 3, 2024 Week 4/5 TBA	%
Understanding, fluency and communication	5	15	10	20	50
Problem solving, reasoning and justification	15	10	15	10	50
Weighting (%)	20	25	25	30	100
Outcomes Assessed	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7 MS2-12-9, MS2-12-10	ALL	



Assessment Schedule HSC Course 2024

SUBJECT: Music 1

TEACHER: Mr Damien Foley

Task number and Topic	Task 1 Jazz	Task 2 An Instrument and its Repertoire	Task 3 Popular Music	Task 4 Music of Small Ensembles	
Nature of task	Core Performance and Improvisation	Elective 1 Presentation and Aural Analysis	Elective 2 Presentation and Aural Analysis	HSC Trial Examination and Elective Presentation 3	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9	Term 3, Examination Period	
Outcomes assessed	Core Performance and Improvisation - H1, H3, H9, H10	Elective 1 - H1 – H11*	Elective 2 - H1 – H11*	Elective 3 - H1-H11* Aural Exam – H2, H4, H6	
Components					Weighting %
Performance	10				10
Composition	10				10
Musicology		10			10
Aural			10	15	25
Electives		15	15	15	45
Total %	20	25	25	30	100

*Teachers will select appropriate outcomes based on elective options selected by each student



Assessment Schedule HSC Course 2024

SUBJECT: PDHPE

TEACHER: Mr D Fetineiai

Assessment number	Assessment 1 Sports Med	Assessment 2 Core 1	Assessment 3 Core 2	Assessment 4	
TASK:	Research report (Hand in)	Written Response (In class)	Case Study (In class)	HSC Trial Examination	TOTAL WEIGHT
TIMING:	Term 4, Week 6	Term 1, Week 6	Term 2, Week 5	Term 3, Week 4	
Knowledge and understanding of course content	5	15	5	15	40
Skills in critical thinking, research, analysis and communication	15	10	20	15	60
Weighting	20	25	25	30	100
Outcomes Assessed	H8, H13, H16, H17	H1, H2, H3, H14, H16	H8, H11, H16, H17	H1 - H17	



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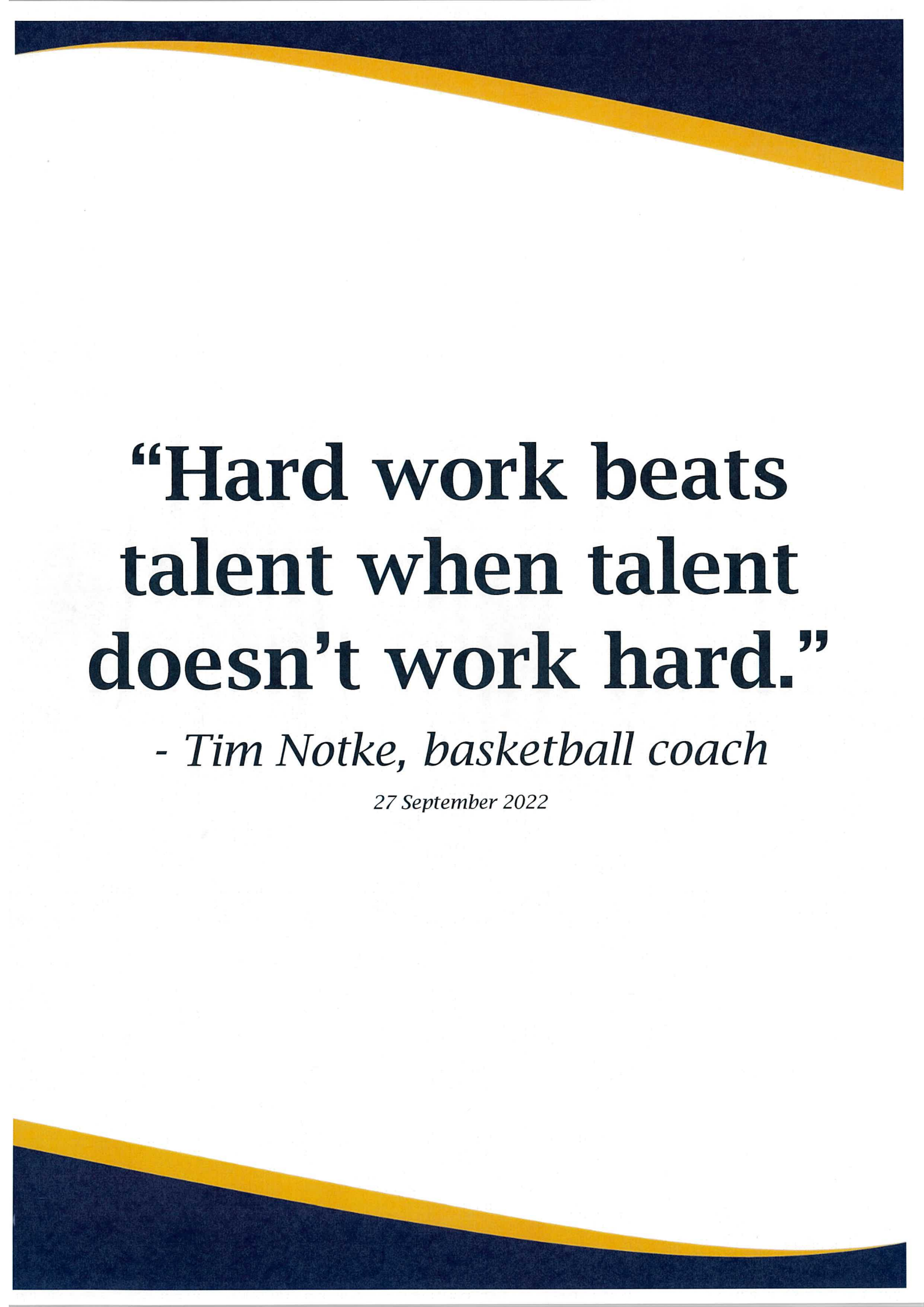
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Assessment Schedule HSC Course 2024

SUBJECT: Visual Arts

TEACHER: Ms Elspeth Sanders

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Multimodal	Plates & Extended Response	Development of the Body of Work	Trial HSC Examination	
Timing	2024 Term 1, Week 3	2024 Term 1, Week 10	2024 Term 3, Week 2	2024 Term 3, Week (TBD)	
Outcomes assessed	H1, H2, H3,	H7, H8, H9	H4, H5, H6	H7, H8, H9, H10	
Component					Weighting %
Artmaking	20		30		50
Art Criticism and Art History		20		30	50
Total %	20	20	30	30	100



**“Hard work beats
talent when talent
doesn’t work hard.”**

- Tim Notke, basketball coach

27 September 2022