



YEAR 12

Assessment Policy

Course Assessment Schedules

2024-2025

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PART B

Year 12 Course Assessment Schedules

PART A

Year 12 Assessment Policy Booklet Information

This booklet is issued to all Year 12 students at Lake Macquarie High School, Term 4, 2024. It has been prepared to provide students and their parents/caregivers with information regarding assessment of Year 12 courses. Every school is required by the NSW Education Standards Authority (NESA) to devise an Assessment Schedule for each Board Developed and Board Endorsed course operating within the school, based on the current NESA syllabus documents and other advice from the NESA.

For each course studied, students are provided with an Assessment Schedule, showing tasks to be completed and their weightings. Students sign when they receive each course Assessment Schedule and when they receive this booklet.

Lake Macquarie High School's Senior Assessment Policy aligns with the Rules and Processes of the New South Wales Education Standards Authority (NESA):

<https://www.educationstandards.nsw.edu.au>

NESA Website

On the NESA website you will find;

<https://educationstandards.nsw.edu.au/>

SYLLABUS FOR EACH SUBJECT

Go to:

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

STUDENTS ONLINE - Activate your Account!

Make sure your school has added your personal email to your NESA record or else you cannot activate your account.

- Go to: <https://studentonline.nesa.nsw.edu.au/>
- Click on – 'activate your account now'
- Write down your NESA number – you will need it to log on

PERSONAL DETAILS - Check your name, address and contact details.

- You can add/change your address, email and phone number
- ONLY your school can update your name. Your name in Students Online MUST be the same as your legal documentation (for example, birth certificate or passport).

ENROLMENTS/RESULTS - Check your courses

- Are you in the right courses? If not, go to your school and get that fixed.
- Check the messages down the bottom of the page – Are there any errors in red? Check with your school.

MESSAGES – Where all your PDF results will go that you order through Results Services AND your Minimum Standard Results can be viewed here.

RESULTS SERVICES – Click here if you want to get a free PDF of your eRecord/results

Final tips:

- Get your NESA student number from your school (it is on your Confirmation of Entry) and save it somewhere you can access any time (e.g. phone)
- Once you activate your account save your NESA 6-digit PIN in a secure place
- As soon as you activate – log in – order a free eRecord to get use to using Results Services

My NESA Number is: _____

SENIOR ASSESSMENT

The Higher School Certificate (HSC) program consists of two levels, a Year 11 level and a Year 12 HSC level. **Satisfactory completion** of a course in Year 11 is a **prerequisite** for entry into the same course at HSC level.

At Lake Macquarie High School, Year 11 courses are completed at the end of Term 3 and HSC courses begin in Term 4 of the same calendar year.

Eligibility Requirements for the Higher School Certificate

To be eligible for the award of the Higher School Certificate (HSC) students 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 NSW recognised by NESA or TAFE.
- Have completed HSC: All My Own Work.
- Have demonstrated a minimum standard of literacy and numeracy.
- Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC.
- Sit for and make a serious attempt at the requisite HSC examinations.

<https://ace.nesa.nsw.edu.au/ace-8004>

Attendance

- At Lake Macquarie High School at least 90% attendance in each course is expected. The Principal may determine that, as a result of absence, the course completing criteria might not be met (ACE Manual 4016).
- Any extended leave requires the approval of the Principal prior to the student commencing their leave.
- There should be no unexplained absences.
- Unsatisfactory attendance impacts a student's ability to satisfactorily complete course work.
- An Illness and Misadventure Appeal form accompanied with appropriate documentation is required to explain absences on the day of an assessment task.
- Failure to provide documentation may result in zero marks being awarded for the assessment task.

Participation

A **genuine attempt** must be made concerning assessment tasks and the teaching and learning activities of a course. Participation in a course involves:

- Completing and submitting all assessment tasks on time and to the best of the student's ability.
- Completing set tasks, homework and assignments, even if they are not assessment tasks.
- Completing mandatory work placement for Vocational Education and Training (VET) Courses.

To complete a course successfully a student must do all set homework and assignments and attend lessons, not just complete assessment tasks.

Year 11 Course and HSC Course

The Higher School Certificate (HSC) program is divided into two courses, the Year 11 Course and the HSC Course. Satisfactory completion of the Year 11 Course is a prerequisite for entry into the HSC Course.

In Year 11, each student will be assessed against course outcomes and this assessment will be used in order to award grades for the RoSA. The marks a student receives for assessment tasks reflect the level to which the student has achieved those specified outcomes at that time in the course. There is no pre-determined number of students in each mark range and there is not a limit on the number of students achieving top marks. At the end of the course, grades are awarded based on each student's final demonstration of the course descriptors.

The HSC Course comprises two components: the external HSC examination and the internal HSC assessment program. Both the examination and internal assessment are reported on the final Higher School Certificate and both contribute equally to the Australian Tertiary Admission Rank (ATAR).

The Record of School Achievement (RoSA)

The RoSA is a cumulative credential for students who leave school before completing their Higher School Certificate. The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed, any minimum standard literacy and numeracy tests (if sat), and the date of leaving school. NESA issue the formal RoSA credential to students who satisfy the eligibility requirements upon leaving school. School leavers who are not eligible for the RoSA will receive a Transcript of Study. Further information on the RoSA can be found on the NESA website:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

HSC Minimum Standards

Students need to pass online reading, writing and numeracy tests of everyday reading, writing and maths skills to show they meet the minimum standard of literacy and numeracy required to receive the HSC.

Students planning to leave school before completing their HSC may also take these tests to show their level of literacy and numeracy skills. Further information on the Minimum Standard Online Tests can be found on the NESA website: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Pattern of Study Requirements

To qualify for the HSC, students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least six (6) units from Board Developed Courses.
- At least two (2) units of a Board Developed Course in English.
- At least three (3) courses of two units value or greater (either Board Developed or Board Endorsed courses).
- At least four (4) subjects.

To satisfy pattern of study requirements for the HSC, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

<https://ace.nesa.nsw.edu.au/ace-8005>

Pathways

There is no time restriction on the accumulation of the 12 units required for the Preliminary courses.

A student may take up to five (5) years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the student sits for their first HSC examination. Accumulation of HSC courses cannot extend over more than five years.

<https://ace.nesa.nsw.edu.au/ace-8036>

Vocational Education & Training (VET) Courses

Students undertaking VET courses must meet their course requirements. Students taking VET courses may be deemed to have either completed or not yet completed course competencies.

Students taking VET courses may take the optional HSC examination in their course and have an HSC mark recorded on their credential. In some cases, this mark may be used in the calculation of an Australian Tertiary Admissions Rank (ATAR).

If a student fails to undertake any mandatory work placement component of a VET course, it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal will indicate that the course has not been satisfactorily completed and the student may be eligible for an 'N' determination.

<https://ace.nesa.nsw.edu.au/ace-8028>

University Entry – What is the ATAR?

ATAR stands for Australian Tertiary Admission Rank. It is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group in NSW (i.e. all 16 to 20 year olds). An ATAR of 80.00 means you are 20% from the top of your age group (not your Year 12 group). In NSW, the ATAR is calculated and released by UAC (University Admissions Centre) with the average ATAR usually around 70.00.

To be eligible for an ATAR students must complete at least 10 units of HSC courses. These courses must include at least:

- 10 units of HSC Board Developed Courses
- 2 units of English
- Three HSC Board Developed Courses of 2 units or greater
- Four subject areas.

Your ATAR is then calculated from your:

- Best 2 units of English
- Best 8 units from your remaining courses that meet ATAR requirements

*ATAR courses are those developed by NESA for which there are **formal examinations** that yield graded assessments. These are the only courses that can be used to calculate your ATAR.*

The difference between HSC subject areas and courses

Within an HSC subject area (e.g. mathematics) there may be a number of courses (e.g. Mathematics Standard 2, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2).

If a student studies, for example, Mathematics Extension 1, Mathematics Extension 2, English Advanced, English Extension 1 and Biology they will not meet the four subject area requirements because they have only studied three subject areas: Mathematics, English and Biology.

<https://www.uac.edu.au/future-applicants/atar/atar-eligibility>.

HSC: All My Own Work

All students undertaking one or more Year 11 or Year 12 courses must first complete the HSC: All My Own Work program in ethical scholarship.

Students undertaking only Stage 6 Life Skills courses are not required to complete HSC: All My Own Work.
<https://ace.nesa.nsw.edu.au/ace-9001>

Assessment

Senior assessment requires that a standards referenced approach be used for assessing and reporting student achievement. This approach refers to the process of collecting and interpreting information about students' learning and uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Standards referenced assessment must be used for both Year 11 and 12 courses. To satisfy requirements for a Year 11 course students must have completed the documented faculty-based assessment program. Students who do not satisfy this requirement are ineligible for the award of a Year 11 grade on their RoSA for each subject they do not demonstrate requirements. **A student cannot continue studying courses at a Year 12 level if they have not met Year 11 requirements.**

<https://ace.nesa.nsw.edu.au/higher-school-certificate/school-based-assessment>

What is the Purpose of the Assessment?

The purpose of assessment is to:

- Determine the rank order and relative position of students in the course.
- Provide opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Measure performance over the whole course rather than by a single end examination.
- Measure performance in wider areas of the course including those that cannot be tested in a formal examination e.g., fieldwork skills, laboratory practical work.
- Enable students to demonstrate what they know and can do.
- Identify areas to improve.
- Prove a student has satisfactorily completed a course.
- Contribute to the final HSC mark.

How will a student be assessed?

- Students will be required to complete a set of assessment tasks for each of their subjects.
- A variety of tasks may be used and could be practical work, fieldwork, oral presentations, essays, tests, major assignments, observations, portfolios, performance assessments, journals etc. The mark you score for each task will be used by the school as part of your course assessment.
- Marks awarded to students reflect the standards they have achieved.
- All course outcomes listed in the relevant syllabus must be assessed.
- Each task assesses the student's actual performance, not potential performance.
- The total assessment program allows for the demonstration of the achievement of course outcomes.

<https://ace.nesa.nsw.edu.au/ace-8069>

Year 11 Course Assessment

- The maximum number of formal assessment tasks is three (3) per course with weightings between 20% and 40%.
- At the conclusion of the Year 11 course, students will be awarded an A to E grade based on their overall results for the course.
- The general performance descriptors describe performance at each of the five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades>

HSC Course Assessment

A student's final HSC mark for each Board Developed Course studied in Year 12 is determined by two components:

- The student's performance on school based formal assessment tasks.
 - The student's performance on the external HSC Examination.
- 50% of the final HSC mark comes from school based formal assessment tasks. Therefore, performance in these tasks is important in calculating the student's final HSC mark.
 - The maximum number of formal assessment tasks is four (4) per course with weightings between 10% and 40%.
 - Only one formal written examination task per course is permitted in the HSC course with a maximum weighting of 30%.

The HSC Assessment Mark

The final HSC Assessment Mark represents a measure of a student's achievement at the end of the course in Year 12. The assessment is based on achievements measured throughout the course and provides an indication of a student's attainment of a wider range of syllabus objectives than is measured by an examination alone.

The assessment allows due weight to be given during a course to student achievement and gives students credit for what they have achieved throughout their courses in addition to their final examination. Each task assesses the student's actual performance, not potential performance.

Course Completion Criteria

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:

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

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute more than 50% of available marks in courses where school-based assessment marks are submitted.

<https://ace.nesa.nsw.edu.au/ace-8020>

The Principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give the student early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' Determination in any course, the Principal will warn the student as soon as possible and advise the parent / guardian in writing. This warning will be given in time for the problem to be corrected.

Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The Principal will then issue the 'N' Determination.

<https://ace.nesa.nsw.edu.au/ace-8019>

Stage 6 Assessment Overview

Each course will inform students about the course assessment procedures in an Assessment Schedule. The schedule will provide details of:

- The components of each course as specified in the course requirements and their respective weightings.
- The weightings of each task in relation to the total requirements for the course.
- The nature of each assessment task e.g., written task, oral task, formal examination.
- The term and week the task will be assessed.
- The outcomes that will be assessed for each task.

The school is required to calculate an assessment mark for every student in applicable HSC courses. The mark ranks the students, relative to each other, in each course. In calculating the report mark for each subject where internal assessments are submitted, 50% of the mark comes from the accumulated school assessments. The other 50% of marks comes from the HSC examination.

Variations to the published Assessment Schedule can only occur with the concurrence of the Deputy Principal. Students must also be informed in writing and sign for receipt of this notification.

Whilst every attempt is made to ensure that students complete assessment tasks on time, the due date is not flexible under normal circumstances.

A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner.

Notice of Assessment

As well as the Assessment Booklet, each course will inform students of upcoming tasks by issuing an Assessment Task Notification for each formal task at least **two weeks** before the due date for each task, unless under exceptional circumstances. Students will be required to acknowledge receipt of this notification via signature, which will be retained by the teacher. Each notification will include the following information:

- Task number
- Task weighting
- Timing (due date and time)
- Outcomes assessed
- Nature of the task
- Description of the nature of the task
- Marking criteria
- Feedback to be provided.

The notification sheet must reflect the assessment schedule for a course. Students will receive a minimum of two weeks' written notice for any variation to the Assessment Schedule and/or Assessment Task, unless due to exceptional circumstances.

Return of Completed Tasks

Teachers will endeavour to return marked tasks to students within two weeks of the due date for the submission of the task. Due to the nature of some tasks, the teacher may need to collect and keep these tasks once feedback has been provided to students.

Feedback

Students should receive feedback from their teacher within two weeks of the due date for the submission of the task. Feedback may be written and/or oral.

Assessment Procedures

If a student is absent on the day an Assessment Task Notification Sheet is issued, they are responsible for obtaining a copy of it and following up with the class teacher. No extra time will be given to students for a task because they did not receive the task information sheet when it was issued in class, unless in the case of an upheld Illness / Misadventure Appeal, where appropriate.

All tasks are to be submitted according to the instructions on the Assessment Task Notification Sheet. All tasks should be submitted with the student's name and the task heading clearly displayed. Students must sign to acknowledge they have submitted the task, which will be retained by the class teacher.

Tasks not submitted on the due date will be regarded as late. If a task is not submitted by the time stipulated on the due date it will be regarded as late.

Late submission of an assessment task will result in a zero mark being awarded for the task unless an Illness and Misadventure Appeal Form is submitted, and upheld.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this were to occur, a student would also receive an 'N' Award letter.

If a task produces invalid or unreliable results, the weighting of the invalid task may have to be reduced or the task voided. You will be informed if this happens and of the subsequent impact on the assessment program affected e.g., any additional task or changes to weightings of other tasks.

Submission of Assessment Tasks

The due date and time for an assessment task is published on the Assessment Task Notification. It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete assessment tasks satisfactorily and submit them at the designated time on or before the due date.

All tasks are to be submitted according to the instructions on the Assessment Task Notification Sheet. Most tasks will be submitted via printed hard copy unless otherwise indicated on the Assessment Task Notification Sheet. Tasks submitted in hard copy must be given to the classroom teacher on the due date and students must sign the register acknowledging completion, where appropriate the classroom teacher will record the time that the task is submitted. If the teacher is absent or unavailable, then the task must be submitted to the relevant Head Teacher. All tasks should be submitted with the student's name and the task heading clearly displayed.

Tasks submitted after the due date without an Illness and Misadventure Appeal being submitted and upheld will receive an automatic zero mark.

Non-Assessment Periods – Year 11 and Year 12

In Year 11 and 12, there will be no assessable tasks scheduled in the final week of each term, one week preceding the Yearly Examinations or Trial HSC Examinations, nor within the period of the examinations other than the assessable examinations themselves, unless under extreme circumstances or the subject is exempt from this stipulation (e.g., Music/Drama).

'N' Determinations

'N' Determinations are issued to students who do not complete the requirements for a course. If a student has been given an 'N' Determination in a course, the following may occur:

- The student will be excluded from that course. This usually means the student will have insufficient units of work for the award of Year 11 completion or the HSC and/or;
- The student may be expelled by the Principal due to 'Unsatisfactory Participation in Learning' (student of post-compulsory age).

If a final 'N' determination is made, the student will be given an official NESAs Appeal Form that can be submitted to the Principal.

An 'N' determination will have the following consequences:

- In a 1 unit or 2 unit course, that course will not contribute in that year to the required pattern of study.
- In the common component of related courses that course and the related Extension course will not contribute in that year to the pattern of study.
- In the Extension course, that course only will not contribute in that year to the required pattern of study.

'N' Warning Letters

Schools issue 'N' Warning Letters to students who are in danger of not meeting course completion criteria, giving the student time for the task to be completed. 'N' Warning Letters may be issued to students for any of the following circumstances:

- A student is absent for an assessment task and has not submitted a successful Illness and Misadventure Appeal form.
- A student is found to be cheating in an Assessment Task.
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another person's work.
- A student has provided a false explanation for the late submission of an assessment task.
- A student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination.
- A student has made a non-serious attempt at a task.
- A student is not satisfactorily meeting course outcomes as a result of poor attendance.
- A student is not satisfactorily meeting course outcomes due to the non-completion of set classwork and/or assignment work and/or homework tasks.

When a student is issued an 'N' Warning, a letter will be sent to the parents/guardians. The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the NESAs. The letter provides information on what the student has not completed and what the student needs to do to resolve the 'N' warning. To negate an 'N' Warning, the student must complete the outstanding work detailed in the letter by the due date.

A minimum of two 'N' Warning letters will be sent to parents before the school may recommend to NESAs that a student does not receive an award in a course. This is known as an 'N Determination', and it may result in the student being ineligible for the award of the HSC.

If a student has not completed over 50% of tasks by the end of the assessment period or has failed to complete 50% of tasks **by the due date**, the school will follow the 'N' Determination process specified by NESAs.

Assessment of VET Courses

VET courses are competency-based. The NESAs and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held, by the Registered Training Organisation (RTO) of the competencies achieved by students.

In a competency-based course, assessment of competencies is criterion referenced. Thus, a student's performance is judged against a prescribed standard, not against the performance of other students.

The purpose of assessment is to judge competence based on performance. A student is judged as either 'competent' or 'not yet competent'. This judgement is based on evidence, which may be in a variety of forms.

School Sanctioned Activities

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment requirements and deadlines. Students must make prior arrangements with the teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities. They must do this as soon as it becomes evident.

Illness and Misadventure Appeals

Throughout the year, a student may experience difficulty attending an assessment, completing an assessment task by the due date, or their performance in an assessment task may be affected by illness and misadventure. The school has an appeal process in place to support these students.

A student may submit an Illness and Misadventure Appeal Form if they are affected by:

- Illness or Injury – illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination or assessment task e.g., influenza, COVID-19, broken hand.
- Misadventure – any other event beyond the student's control which allegedly affected the student's performance in the exam or assessment task e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by flood.
 - Sporting Representation – for school approved activities
 - School Sanctioned Activities – VET work placement, Leadership commitments
 - Other – events that have adversely affected a student's completion or performance in a task that are worthy of consideration.

Appeals can also be made if a student feels unfairly treated as a result of the process used in an assessment task. **Note:** There is a different Illness/Misadventure Appeal procedure for HSC exams.

The Illness and Misadventure Appeal Process

It is the student's responsibility to collect an 'Illness and Misadventure Appeal Form' from the appropriate class teacher, Head Teacher or Deputy Principal. The form can also be accessed on the school website.

- If a student knows they will be absent for a task they need to complete and submit the appeal form prior to their leave of absence.
- If a student is unable to attend school on the day of the task, they will need to complete and submit the appeal form within **two (2) days** of their return to school.
- If a student's performance in a task is affected during the task, they will need to complete and submit an appeal form **on the date of the task or within 24 hours**.
- For a student who sits and completes a task, the mark for that task stands. An 'Illness and Misadventure Appeal Form' cannot be submitted retrospectively. Marks can only be awarded for evidence of learning.

Students are required to support their appeal form with relevant and appropriate documentation. Depending on the nature of their illness or misadventure, this may include a:

- Medical Certificate
- Funeral Notice
- Statutory Declaration
- School Representation Note

Notes

- There are no grounds for appeal against the value of the mark awarded.
- Computer, printer or technology malfunction will not be considered as valid reasons which impact on assessment submission. Students are encouraged to make regular backups and retain draft copies.
- Medical certificates and/or supplementary evidence will be requested to cover absences, illness or misadventure.
- The NESAs guidelines of Illness and Misadventure shall form the basis for determination of applications.
- Holidays are not considered acceptable reasons for absence as per the NSW Department of Education and NESAs guidelines.

<https://ace.nesa.nsw.edu.au/ace-11004>

Appeal Upheld

If a student submits an 'Illness and Misadventure Appeal Form' and the appeal is successful (upheld), then in accordance with the school's assessment policy:

- an extension of time may be granted
- a mark be awarded based on a substitute task
- an estimate based on other appropriate evidence (this would occur only in exceptional circumstances, where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate).
- ***The teacher must assess the student's actual performance, not potential performance.*** In the case where more than one faculty is involved a common approach will be used.
- To ensure the confidentiality and integrity of exam/task content, students will not be permitted to sit an exam/in-class task prior to the scheduled date (unless under extreme circumstances, with Principal approval and accompanying written confidentiality agreements).

Appeal Rejected

If an 'Illness and Misadventure Appeal' is rejected for a task being handed in late, or the student is absent on the date the task is due, a zero mark will be recorded and the class teacher will issue a 'N' Warning Letter if required. Students are still required to complete the task for the purpose of meeting the syllabus outcomes and requirements. The task will be marked for the purpose of providing feedback to the student.

Reporting

Students will receive at least two formal reports throughout Year 11 (Interim Report and Final Report) and two throughout Year 12 based on their achievement of course outcomes.

Students will also receive notification of their rank order in each subject, based on their school assessment, at the conclusion of their HSC course. Rank order at the completion of each formal assessment task can be made available if requested.

Results relating to one student's performance are not released to another student, unless with the express permission of that student.

Final assessment marks are confidential and under no circumstances can be published to any party other than the NESA.

Access to Technology

Whilst most students have access to computers and the internet at home, those who are not able to use this technology will not be disadvantaged when completing homework and assignments. Students are able to access computers, the internet and printing facilities in the school library before school, at recess and lunch, and in the Senior Learning Hub during Study Periods and Thursday afternoons. If students or parents have concerns about the requirements of a particular task, please contact the class teacher.

Malpractice and Plagiarism

In accordance with NESA requirements, all students must complete the All My Own Work program prior to commencing their Stage 6 program of study.

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Plagiarism is the act of copying. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own work. Unsanctioned use of AI or Generative Large Language Model (GLLM) will also be treated in terms of malpractice/plagiarism.

Examples of malpractice include:

- Copying someone's work in part or in whole and presenting it as their own.
- Unsanctioned use of AI or Generative Large Language Model (GLLM).
- Using material directly from books, journals or the internet without reference to the source.
- Building on the ideas of another person without referencing the source.
- Buying, stealing or borrowing another person's work and presenting it as their own.
- Submitting work to which another person, such as a parent, tutor or subject expert, has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aids during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Any student found guilty of malpractice or plagiarism may be awarded zero marks for the task and will be recorded on the NESA Malpractice Register if it is a HSC assessment. Any student who lends material for copying will be similarly penalised.

<https://ace.nesa.nsw.edu.au/ace-9023>

Examinations and Assessment Tasks

Examinations (exams) are used to assess student knowledge. Exams may be electronic, written or verbal and vary in the length of time. Exams may be conducted throughout the year, from in class topic tests to formal examinations. The procedures to be followed are modelled on those used in the HSC Examinations.

Rules for Examinations

Attendance:

- Students are required to sit for all their subjects at the allocated times.
- Students who miss an exam for any reason will be required to go through the school process relating to Illness and Misadventure.
- Students who are late for an exam will not be given extra time.

Procedures and Conduct:

- It is the student's responsibility to collect an examination timetable.
- Students are to check the timetable carefully and note the days and times of examinations.
- Students must be in attendance a minimum of 10 minutes prior to the commencement of each examination.
- Students are not required to attend school when they do not have an exam.
- School uniform is to be worn during all school based written examinations.
- Bags are to be left outside or placed at the front or rear of the room, as instructed by the supervisor / teacher.
- Mobile phones, smart watches and any electronic devices are to be switched off and left in bags. Alternatively, they can be left at the front office.
- Enter the room in an orderly fashion and sit in the allocated seat. There is to be no talking from this time onwards.
- All students need to know their NESA student number. Student numbers are to be used on all examination papers.
- Complete the attendance slip for each examination. This will be collected by the supervisor.
- Make effective use of the reading time given at the commencement of each written paper to become familiar with the questions and requirements.
- Read all instructions carefully. Supervisors are not permitted to interpret questions.
- Write in black pen only. Pencil should only be used for diagrams or as directed.
- Go to the toilet before entering the exam room. A supervisor will accompany students who need to leave the exam room to go to the toilet for the duration of their absence.
- Pencil cases must be clear (see through). A clear plastic bag can be used.
- Water bottles must be clear (see through) with labels removed.
- Watches must be removed and placed on the student's desk. Smart watches are not allowed in the room.
- Only approved calculators may be used. These will be checked at the start of each exam that requires calculators.
- Students are not permitted to talk to, communicate with or share materials/equipment with another student during an examination.
- Students must raise their hand and wait for the supervisor to attend to them before speaking.
- Students are required to return all examination papers (questions and answers) at the end of the exam. Nothing is to be removed from the examination room.
- If a student becomes ill during an exam and cannot continue, he or she must let the exam supervisors know and will then be directed or escorted to the clinic and normal school procedures will be followed, including any appeal process.
- Students must remain in the exam room for the duration of the examination.

Consequences

All students are expected to demonstrate diligence and sustained effort throughout the course and in examinations and assessment tasks.

- A student's response in a formal assessment task and/or examination may be deemed a non-serious attempt should they fail to attempt 50% of the task/examination content or fail to respond with material relevant to the syllabus in the spirit in which it was written. Non-serious attempts may be awarded zero and be the grounds for an 'N' Warning Letter.
- Any student caught communicating in any way with another student (speaking, signalling, gesturing or electronically) after the commencement of the exam may receive zero and 'N' Warning Letter.
- Any student caught with any material or device that may assist them in any way and give them unfair advantage over other students may receive a zero and 'N' Warning Letter.
- Any student who behaves in a manner that disrupts their fellow students may receive a zero and 'N' Warning Letter.

Disciplinary action may also occur for any of the above breaches.

VET Industry Curriculum Frameworks/English Studies/Standard 1 Mathematics

240-hour VET Industry Curriculum Framework courses, have an optional HSC written examination. Students must nominate whether they will attempt the examination. The written examination is independent of the competency based assessment undertaken during the course and has no relevance to a student's eligibility to receive AQF qualifications.

The mark achieved by the student in the examination is shown on the Record of Achievement. The mark is used by UAC as the sole basis for determining the contribution of the course to the student's ATAR. Students receive a Course Report for the examination. Schools must provide an estimated examination mark for all students entered for any of the optional VET examinations. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a Trial HSC.

Students enrolled in English Studies and/or Standard 1 Mathematics also have an optional HSC written examination they can choose to sit if they wish for the subject units to count towards the calculation of an ATAR.

Disability (Special) Provisions

Students may require provisions for:

- A permanent condition, such as diabetes or reading difficulty.
- A temporary condition, such as a broken arm.
- An intermittent condition, such as back pain when sitting for long periods.

Provisions may include assistance for students to read examination questions and write their answers, or to provide rest breaks and extra time. To apply for Special Provisions the school must submit an application to NESAs with current supporting evidence such as medical reports, reading results, writing samples and teacher comments. Applications must be submitted to NESAs by the end of Term 1 of the HSC course.

Students who think they may require Special Provisions should discuss the matter with the Deputy Principal, Year Adviser or Learning and Support Team at the commencement of the course.

If a student is approved for Special Provisions, it is the responsibility of the class teacher and the student to liaise with the Special Provisions Coordinator at least one week prior to each scheduled assessment task. This will allow time for the particular provisions to be organised.

<https://ace.nesa.nsw.edu.au/disability-provisions>

Responsibilities

Each student has the responsibility to:

- Complete the All My Own Work program prior to commencing the Stage 6 program of study.
- Be familiar with and follow the school's Senior Assessment Policy and the HSC Rules and Procedures Guide.
- Confirm their pattern of study by signing the Confirmation of Entry form.
- Complete and submit all set tasks by the due date or talk to their teachers about Illness and Misadventure Appeal procedures.
- Not to engage in behaviour which could be considered malpractice, or cheating, including plagiarism.
- Ensure that all assessment work is their own or acknowledges the contribution of others.
- To follow up any concerns with tasks at the time they are marked and returned.
- To work in a mature manner and display appropriate behaviour at all times.
- Organise an efficient program of study and work.

NOTE: To complete a course successfully students must do all set homework and assignments and attend lessons, not just complete assessment tasks.

The school has the responsibility to:

- Design and implement tasks consistent with NESA, school and faculty policies.
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year.
- Demonstrate an understanding of course content, objectives and outcomes.
- Implement classroom assessment procedures according to school and NESA requirements.
- Provide quality teaching and learning for senior students, establishing high expectations.
- Provide meaningful and timely feedback to students.
- Ensure students have copies of all relevant course documents.
- Ensure learning is based on current material and meets student/syllabus needs.
- Identify students causing concern and employ strategies to support them and communicate to parents/carers.
- Keep final assessment marks confidential.
- Implement Illness and Misadventure Appeal procedures.

Variation of the Senior Assessment Policy

The Principal reserves the right to alter the Senior Assessment Policy should exceptional circumstances present themselves. In such cases advice from NESA will guide variations.

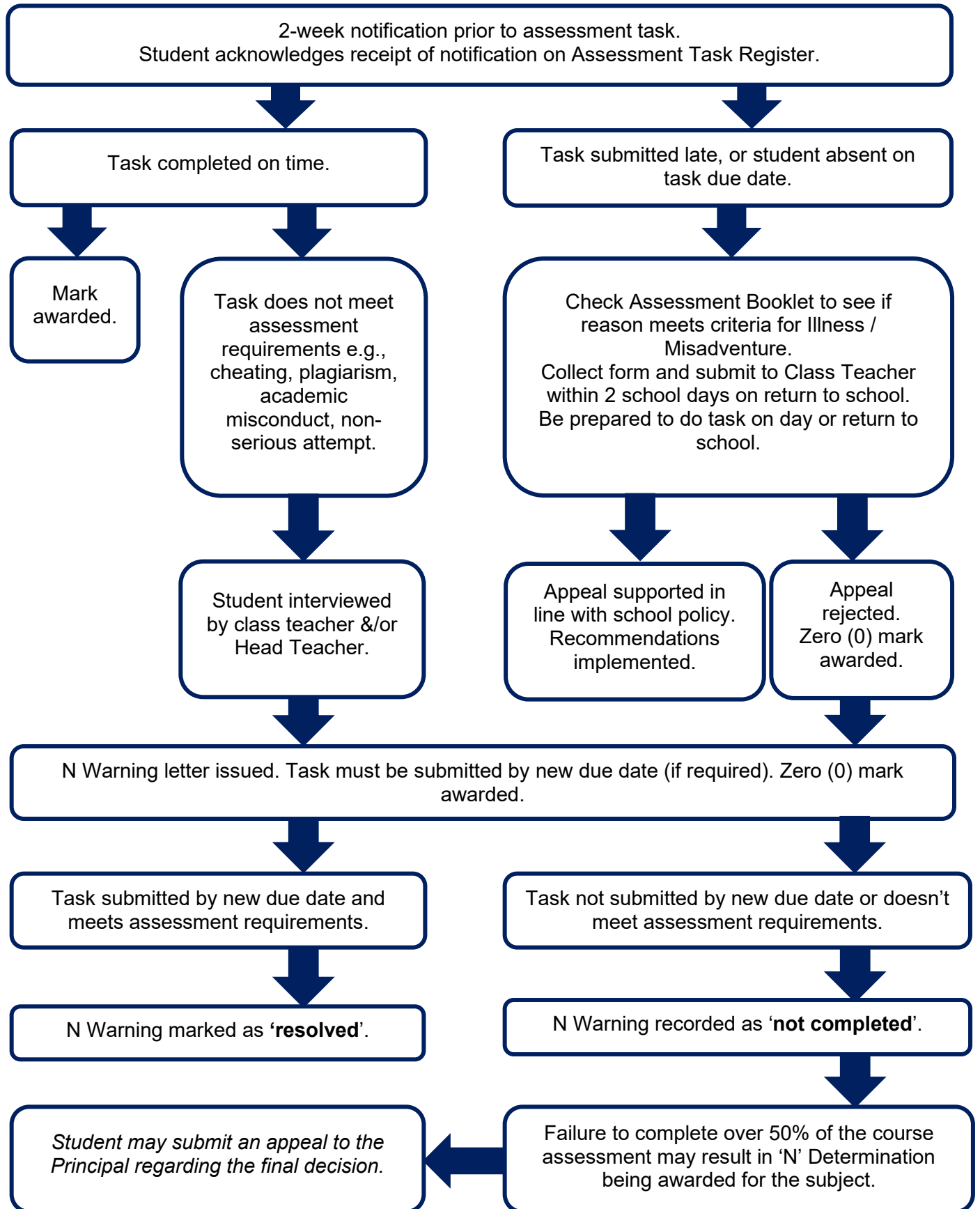
HSC Credentials

Students are able to download their credentials via their [Students Online](#) account. The [HSC testamur](#) is delivered by post in January.

A student's HSC credentials will include an HSC Testamur, Record of Achievement detailing your Year 12, 11 and 10 results and personalised course reports for relevant HSC courses. You can also download your free VET credentials. After downloading, students need to save or print their credentials as their Students Online account only remains open until 30 June of the following year. For example, if a student completes their HSC in December 2025 their [Students Online](#) account remains open until 30 June 2026.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/results-documentation>

Assessment Procedures Flow Chart





LAKE MACQUARIE HIGH SCHOOL
ILLNESS / MISADVENTURE APPEAL FORM



Note: All applications for Illness / Misadventure appeals must be submitted to your class teacher within two school days of your return to school. In cases of prolonged absence contact with the school is to be made via phone or email. See over for details of what constitutes valid Illness / Misadventure.

1. Student Details		
Student Name:	Year:	Teacher:
2. Task Details		
Subject:	Teacher:	
Name of Assessment Task:		
Weighting of Assessment Task: (e.g., 20%)		Due Date:
Reason for Appeal (<i>please tick</i>)	Supporting Documentation (<i>Attach</i>)	
Illness <input type="checkbox"/>	Medical or Pharmacy Certificate <input type="checkbox"/>	
Misadventure		
▪ Bereavement <input type="checkbox"/>	Funeral Notice <input type="checkbox"/>	
▪ Sporting or School representation <input type="checkbox"/>	Sport or School Representation Note <input type="checkbox"/>	
▪ Excursion <input type="checkbox"/>	Excursion Note <input type="checkbox"/>	
▪ Other: <input type="checkbox"/>	Statutory Declaration <input type="checkbox"/>	
Details of Reason for Appeal:		
<hr/> <hr/> <hr/>		
Student Signature: _____ Parent Signature: _____ Date: _____		

3. School Recommendation (<i>School Staff Only</i>)		
Teacher Recommendation:	Appeal Supported: YES <input type="checkbox"/> NO <input type="checkbox"/>	
<hr/> <hr/> <hr/>		
Teacher Signature: _____ Teacher Name: _____ Date: _____		
Head Teacher Recommendation:	Appeal Supported: YES <input type="checkbox"/> NO <input type="checkbox"/>	
<hr/> <hr/> <hr/>		
Head Teacher Signature: _____ Head Teacher Name: _____ Date: _____		
DEPUTY PRINCIPAL'S FINAL DECISION		
ACCEPTED <input type="checkbox"/> DECLINED <input type="checkbox"/>		
Comment:		
<hr/> <hr/> <hr/>		
Signature of Deputy Principal	Name of Deputy Principal	Date
Office use only - copy of completed form provided to:		
Student: <input type="checkbox"/>	Class Teacher: <input type="checkbox"/>	Head Teacher: <input type="checkbox"/>

ILLNESS / MISADVENTURE APPEAL

Throughout the year, a student may experience difficulty attending an assessment, completing an assessment task by the due date, or their performance in an assessment task may be affected by illness and misadventure. The school has an appeal process in place to support these students.

A student may submit an 'Illness / Misadventure Appeal Form' if they are affected by:

- **Illness or Injury** – illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination or assessment task e.g., influenza, COVID-19, broken hand etc.
- **Misadventure** – any other event beyond the student's control which allegedly affected the student's performance in the exam or assessment task e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by flood etc.
 - Sporting Representation – for school approved activities.
 - School Sanctioned Activities – VET work placement, Leadership commitments etc.
 - Other – events that have adversely affected a student's completion or performance in a task that are worthy of consideration.

Appeals can also be made if a student feels unfairly treated as a result of the process used in an assessment task.

ILLNESS / MISADVENTURE APPEAL PROCESS

It is the student's responsibility to collect an 'Illness / Misadventure Appeal Form' from the appropriate class teacher, Head Teacher, Senior Learning Hub Coordinator or Deputy Principal. An electronic form can also be downloaded from the school website <https://lakemacqua-h.schools.nsw.gov.au/> (refer to Notes and Forms section) and email the completed form to: lakemacqua-h.school@det.nsw.edu.au.

- If a student knows they will be absent for a task they need to complete and submit the appeal form prior to their leave or absence.
- If a student is unable to attend school on the day of the task, they will need to complete and submit the appeal form to their class teacher within **two (2) days** of their return to school.
- If a student's performance in a task is affected during the task, they will need to complete and submit an appeal form on the date of the task or within 24 hours.
- For a student who sits a task, the mark for that task stands. An Illness / Misadventure appeal form cannot be submitted retrospectively. Marks can only be awarded for evidence of learning.

Students are required to support their appeal form with relevant and appropriate documentation. Depending on the nature of their illness or misadventure, this may include a:

- Medical Certificate
- Funeral Notice
- Statutory Declaration
- School Representation Note

Notes

- There are no grounds for appeal against the value of the mark awarded.
- Computer, printer or technology malfunction will **not** be considered as valid reasons which impact on assessment submission. Students are encouraged to make regular backups and retain draft copies.
- Medical certificates and/or supplementary evidence will be requested to cover absences, illness or misadventure.
- The NESA guidelines of Illness and Misadventure shall form the basis for determination of applications.
- Holidays are **not** considered acceptable reasons for absence as per the NSW Department of Education and NESA guidelines.

<https://ace.nesa.nsw.edu.au/ace-11004>

Stage 6- Assessment Task Notification

SUBJECT (Year 12)

Assessment task number:	
Weighting:	
Due date:	
Date distributed:	
Submission method:	
Teacher:	
Head Teacher:	

Syllabus area

Outcomes assessed

Type of task

Task description

General success criteria
You will be assessed on how well you:
•

Feedback provided
Feedback will be provided by:
<ul style="list-style-type: none"> • Annotations of marking guidelines noting strengths and areas for improvement • Discussion with teacher about ways forward to build on knowledge, understanding and skills for future learning

Absence/Illness/Misadventure
<ul style="list-style-type: none"> • In the event of illness / misadventure <u>an appeal form must be submitted to the Deputy Principal within 48 hours of your return to school.</u> • If you know in advance that you will be absent on the day of the task, an appeal form must be submitted as soon as it becomes evident e.g. work placement or school sanctioned activities.

Teacher _____ Head Teacher _____ Deputy _____

Marking Guidelines / Rubric	
Student Name	
Course	
Task Number	
Task Weight	

Insert Marking guidelines / rubric below.

Teacher _____ Head Teacher _____ Deputy _____

PART B

YEAR 12 COURSE ASSESSMENT TAKES PLACE OVER FOUR TERMS

TERM 4, 2024

TERM 1, 2025

TERM 2, 2025

TERM 3, 2025

FULL DETAILS OF EACH COURSE ARE CONTAINED IN THIS BOOKLET

My Assessment Map

Wk	Term 4, 2024	%	Term 1, 2025	%	Term 2, 2025	%	Term 3, 2025	%
1								
2			English Extension 1 Mathematics Extension 1	30 20				
3			Science Extension Visual Arts	30 15	English Extension 2	40	Science Extension SLR	40 20
4					Science Extension	30	TRIAL HSC	
5	Visual Arts	30	Chemistry Design and Technology PDHPE	10 20 25				English Extension 2 (30) English Studies IEP (20)
6	Business Studies	20			Drama Investigating Science Modern History Visual Arts	30 30 20 35	Numeracy	20
7	Investigating Science PDHPE SLR Society and Culture	20 20 30 20	Investigating Science SLR Society and Culture	20 25 25	Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 PDHPE SLR	30 25 20 25 25		
8	Ancient History Design and Technology Drama English Advanced English Standard English Studies English Studies IEP Industrial Technology Modern History	25 20 20 20 20 25 25 20 20	Ancient History Business Studies Drama English Studies English Studies IEP	20 25 20 25 25	Business Studies Design and Technology Engineering Studies English Studies English Studies IEP Mathematics Extension 1 Society and Culture	25 30 20 30 30 20 25		
9	Biology Chemistry CAFS Engineering Studies English Extension 2 Geography Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 Numeracy Work Studies	25 25 20 30 30 20 20 25 20 30 20	Biology CAFS Engineering Studies Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 Modern History Work Studies	20 25 20 20 25 30 30 20	Ancient History Biology Chemistry CAFS English Advanced English Standard English Extension 1 Geography Industrial Technology Numeracy Work Studies	25 25 35 25 20 20 40 20 30 25 30		
10			English Standard English Advanced Geography Industrial Technology Mathematics Extension 1 Numeracy	30 30 30 20 30 25				
11								

- Vocational Education subjects are not added. Please refer to each Assessment Schedule.
- All subjects have a Trial HSC unless otherwise indicated.
- Highlight all of your assessment tasks to map your workload.

ANCIENT HISTORY 2024 - 2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Source Based Time Responses Ancient Societies	Source Analysis Cities of Vesuvius: Pompeii and Herculaneum	Historical Analysis Historical Period	Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4-5	
Outcomes assessed	AH12-1, AH12-2, AH12-3, AH12-9	AH12-6, AH12-8, AH12-9, AH12-10	AH12-5, AH12-6, AH12-8, AH12-2	AH12-3, AH12-4, AH12-6,AH12-7	
Components	Weighting %				Total %
Knowledge and understanding of course content	10	5	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	5	10	0	20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Task completed at home or school	Home/School	Home/School	Home/School	School	
Total %	25	20	25	30	100

BIOLOGY 2024 - 2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Infectious Disease	Model and Report	Depth Study	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4-5	
Outcomes assessed	BIO 12-4, BIO 12-5, BIO 12-7, BIO 12-14	BIO 12-3, BIO 12-4, BIO 12-6, BIO 12-7, BIO 12-12	BIO 12-1, BIO 12-3, BIO 12-6, BIO 12-7, BIO 12-13, BIO 12-15	BIO 12-1, BIO 12-2, BIO 12-3, BIO 12-4, BIO 12-5, BIO 12-6, BIO 12-7, BIO 12-12, BIO 12-13, BIO 12-14	
Components	Weighting %				Total %
Knowledge and understanding of course content	10	5	10	15	40
Skills in working scientifically	15	15	15	15	60
Task completed at home or school	Home/School	Home/School	Home/School	School	
Total %	25	20	25	30	100

BUSINESS STUDIES 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Business Operations Stimulus Response	Finance Case Study	Marketing Evaluative Business Report	Trial HSC Examination	
Timing	Term 4 Week 6	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4-5	
Outcomes assessed	H4, H6, H8, H9	H5, H7, H8, H9, H10	H1, H2, H5, H7	H2, H3, H4, H5, H6, H9, H10	
Components	Weighting %				Total %
Knowledge and understanding of course content	5	5	10	20	40
Stimulus based skills	5	5	5	5	20
Inquiry and research	5	10	5	0	20
Communication of business information ideas and issues in appropriate forms.	5	5	5	5	20
Task completed at home or school	School	Home/School	Home/School	School	
Total %	20	25	25	30	100

CHEMISTRY 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Practical Task	In-class test	Depth Study	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 5	Term 2 Week 9	Term 3 Week 4-5	
Outcomes addressed	CH12-1, CH12-2, CH12-3, CH12-5, CH12-12	CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13	CH12-1, CH12-5, CH12-6 CH12-7, CH12-14	CH12-1 to CH12-7 CH12-12 to CH12-15	
Components	Weighting %				Total %
Skills in Working Scientifically	15	5	30	10	60
Knowledge and understanding of course content	10	5	5	20	40
Task completed at home or school	Home/School	School	Home/School	School	
Total %	25	10	35	30	100

COMMUNITY AND FAMILY STUDIES 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Independent Research Project	Case study of community groups	Presentation Support for agency/service	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4-5	
Outcomes assessed	H4.1,H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H5.1	H2.2, H3.2, H4.2, H5.1, H5.2	H1.1 to H6.2	
Components	Weighting %				Total %
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research methodology, analysing and communicating	10	15	15	20	60
Task completed at home or school	Home/School	Home/School	School	School	
Total %	20	25	25	30	100

DESIGN AND TECHNOLOGY 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Project Proposal Presentation	Case Study of Innovation	Project Development and Realisation – Report	Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 Week 5	Term 2 Week 8	Term 3 Week 4-5	
Outcomes assessed	H1.2, H4.1, H5.1, H5.2	H2.1, H2.2, H3.1, H6.1	H1.1, H3.2, H4.2, H4.3, H5.2, H5.1	Any outcome may be assessed	
Components	Weighting %				Total %
Knowledge and understanding of course content	0	20	0	20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20	0	30	10	60
Task completed at home or school	Home/School	Home/School	Home/School	School	
Total %	20	20	30	30	100

DRAMA 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<p>Workshop Performance and Extended Response Essay: Australian Drama and Theatre Topic</p> <p>Extended response essay and performance based on workshops related to current Australian Dramatic Traditions topic</p>	<p>Workshop Performance and Extended Response Essay: Studies in Drama and Theatre Topic</p> <p>Extended response essay and performance based on workshops related to current Studies in Drama and Theatre topic.</p>	<p>Presentation Group Performance and Individual Project Under development</p> <p>Presentation of Group Performance/Individual Project in progress including submission of logbook with ongoing drafts, preliminary script development, research, planning and reflection.</p>	<p>Trial HSC Examination</p> <p>Written Examination: Two essays on Dramatic Traditions in Australia and Verbatim Theatre</p> <p>Practical Examination: Presentation of Group Performance and Individual Project</p>	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Week 4-5	
Outcomes assessed	H1.1, H1.3, H1.5, H3.1, H3.2, H3.3	H1.1, H1.3, H1.5, H3.1, H3.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Components	Weighting %				Total %
Making	10	10	10	10	40
Performing	0	0	20	10	30
Critically Studying	10	10	0	10	30
Task completed at home or school	Home/School	Home/School	Home/School	School	
Total %	20	20	30	30	100

ENGINEERING STUDIES 2024 - 2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Civil Structures Engineering Report	Transport Systems Topic Test	Focus Module Engineering Report	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4-5	
Outcomes assessed	H3.1, H3.2, H4.1, H5.1, H6.2	H1.1, H1.2, H3.1, H4.1, H4.3, H6.1	H2.1, H2.2, H3.2, H3.3, H4.2, H5.2	Any outcome may be assessed	
Components	Weighting %				Total %
Knowledge and understanding of course content	10	20	0	30	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	0	20	0	40
Task completed at home or school	Home/School	School	Home/School	School	
Total %	30	20	20	30	100

ENGLISH ADVANCED 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Common Module Multi-modal Presentation	Module A:Portfolio 20% Module C: 10%	Module B: Extended Response	Trial HSC Examination CM – 5% Mod A 5% Mod B 5% Mod C 15%	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4-5	
Outcomes assessed	EA12-1, EA 12-2, EA 12-6, EA12-9	EA12-1,EA12-5,EA12-6,	EA12-3, EA12-4, EA12-7, EA12-8	Any outcome may be assessed	
Components	Weighting %				Total %
Knowledge and understanding ofcourse content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Task completed at home or school	Home/School	Home/School	School	School	
Total %	20	30	20	30	100

ENGLISH STANDARD 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Common Module: Multi-modal presentation	Module A: Portfolio 20% Module C 10%	Module B: Extended Response	Trial HSC Examination: CM – 5% Mod A 5% Mod B 5% Mod C 15%	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4-5	
Outcomes assessed	EN12-1, EN 12-2, EN 12-6, EN12-9	EN12-1, EN12-4, EN12-5,	EN12-3, EN12-4, EN12-7, EN12-8	Any outcome may be assessed	
Components	Weighting %				Total %
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Task completed at home or school	Home/School	Home/School	School	School	
Total %	20	30	20	30	100

ENGLISH STUDIES 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Common Module: Multi-modal presentation	Module: Playing the Game Research and Response	Portfolio: Collection of Classwork	Trial HSC Examination All Modules	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Weeks 8	Term 3 Week 4-5	
Outcomes assessed	ES12-2, ES12-4, ES 12-6, ES 12-9	ES12-1, ES12-2, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-7, ES 12-10	Any outcome may be assessed	
Components	Weighting %				Total %
Knowledge and understanding of course content	10	15	15	10	50
Skills in: -Comprehending texts -Communicating ideas -Using language accurately, appropriately and effectively	15	10	15	10	50
Task completed at home or school	Home/School	Home/School	School	School	
Total %	25	25	30	20	100

ENGLISH STUDIES- INCLUSIVE EDUCATION PATHWAY 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Common Module: Texts and Human Experiences Multi-Modal Presentation	Module: Playing the Game Research and Response	Portfolio: Collection of Classwork	In Class Examination	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Weeks 8	Term 3 Week 4-5	
Outcomes assessed	ES12-4, ES 12-6, ES 12-9	ES12-1, ES12-2, ES12-5, ES12-8	ES12-2, ES12-3 ES12-7, ES 12-10	Any outcome may be assessed	
Components	Weighting %				Total %
Knowledge and understanding of course content	10	15	15	10	50
Skills in: -Comprehending texts -Communicating ideas -Using language accurately, appropriately and effectively	15	10	15	10	50
Task completed at home or school	Home/School	Home/School	School	School	
Total %	25	25	30	20	100

ENGLISH EXTENSION 1 2024 – 2025

Task number	Task 1	Task 2	Task 3	
Nature of task	Creative response and reflection	Critical response with related text	Trial HSC Examination	
Timing	Term 1 Week 2	Term 2 Week 8	Term 3 Week 4-5	
Outcomes assessed	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Components	Weighting %			Total %
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in in complex analysis, sustained composition and independent investigation	15	20	15	50
Task completed at home or school	Home/School	Home/School	School	
Total %	30	40	30	100

ENGLISH EXTENSION 2 2024-2025

Task number	Task 1	Task 2	Task 3	
Nature of task	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
Timing	Term 4 Week 9	Term 2 Week 3	Term 3 Week 4-5	
Outcomes assessed	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Components	Weighting %			Total %
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Task completed at home or school	Home/School	Home/School	School	
Total %	30	40	30	100

GEOGRAPHY 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Global Sustainability Stimulus based report	Rural and Urban Places Fieldwork report	Ecosystems and Global Biodiversity Long response	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4-5	
Outcomes assessed	GE-12-01, GE-12-04, GE-12-05, GE-12-09	GE-12-02, GE-12-06, GE-12-07, GE-12-08	GE-12-01, GE-12-03, GE-12-04, GE-12-09	GE-12-01, GE-12-02, GE-12-03, GE-12-04, GE-12-05, GE-12-06, GE-12-08, GE-12-09	
Components	Weighting %				Total %
Knowledge and understanding of course content	10		15	15	40
Geographical skills and tools	5	5		10	20
Geographical inquiry and research, including fieldwork		20			20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Task completed at home or school	School/ Home	School/ Home	School/ Home	School	
Total %	20	30	20	30	100

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Project Planning & Development	Industry Study Report	Project Management & Construction	Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4-5	
Outcomes assessed	H3.1, H3.2, H5.1	H1.1, H1.2, H7.1	H3.3, H4.1, H4.2, H4.3, H5.2, H2.1, H6.1	Any outcome may be assessed	
Components	Weighting %				Total %
Knowledge and understanding of course content	10	15	5	10	40
Knowledge and skills in the design, management, communication and production of a major project	10	5	25	20	60
Task completed at home or school	Home/School	Home/School	Home/School	School	
Total %	20	20	30	30	100

INVESTIGATING SCIENCE 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Depth Study 1	Data Analysis	Depth Study 2	Trial HSC Examination	
Timing	Term 4 Week 7	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4-5	
Outcomes assessed	INS 11/12-1, INS 11/12-2, INS 11/12-3, INS 11/12-7, INS12-12	INS 11/12-1, INS 11/12-4, INS 11/12-5, INS 11/12-7, INS12-14	INS 11/12-1, INS 11/12-4, INS 11/12-5, INS 11/12-6, INS 11/12-7, INS12-14	INS 11/12-5, INS 11/12-6, INS12-12, INS12-13, INS12- 14, INS12-15	
Components	Weighting %				Total %
Knowledge and understanding of course content	10	5	10	15	40
Skills in working scientifically	10	15	20	15	60
Task completed at home or school	Home/School	School	Home/School	School	
Total %	20	20	30	30	100

MATHEMATICS ADVANCED 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class Task Graphing Techniques; Differentiation of Trigonometry, Exponential and Logarithmic Functions	Class Task Rules of Differentiation; The Anti-Derivative; First and Second Derivatives; Applications of the Derivative; Areas and the Definite Integrals	Assignment Trigonometric Functions and Graphs	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4-5	
Outcomes assessed	MA12-1, MA12-3, MA12-6, MA12-10	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-5, MA12-9, MA12-10	MA12-1 to MA12-10	
Components	Weighting %				Total %
Understanding, fluency and communication	10	10	15	15	50
Problem-solving, reasoning and justification	10	10	15	15	50
Task completed at home or school	School	Home/School	School	School	
Total %	20	20	30	30	100

MATHEMATICS EXTENSION 1 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class Task Proof by Mathematical Induction; Introduction to Vectors	Assignment Vectors	Class Task Further Calculus Skills; Further Area and Volumes of Solids of Revolution; Differential Equations	Trial HSC Examination	
Timing	Term 1 Week 2	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4-5	
Outcomes assessed	ME12-1, ME12-2, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	ME12-1 – ME12-7	
Components	Weighting %				Total %
Understanding, fluency and communication	10	15	10	15	50
Problem-solving, reasoning and justification	10	15	10	15	50
Task completed at home or school	School	Home/School	School	School	
Total %	20	30	20	30	100

MATHEMATICS STANDARD 1 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class Task Measurement	Assignment Networks	Class Task Financial Mathematics	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Week 4-5	
Outcomes assessed	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1 to MS1-12-10 inclusive	
Components	Weighting %				Total %
Understanding, Fluency and Communicating	15	10	10	15	50
Problem Solving, Reasoning and Justification	10	15	15	10	50
Task completed at home or school	Home/School	Home/School	Home/School	School	
Total %	25	25	25	25	100

MATHEMATICS STANDARD 2 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Class Task Simultaneous Linear Equations	Assignment Networks	Class Task Rates and Ratios	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4-5	
Outcomes assessed	MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	MS2-12-1 to MS2-12-10	
Components	Weighting %				Total %
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Task completed at home or school	School	Home/School	School	School	
Total %	20	30	20	30	100

MODERN HISTORY 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Source Analysis Power and Authority in the Modern World 1919-1946 Timed Response	Historical Analysis National Studies Research Essay	Source analysis Change in the Modern World Timed Response	Trial HSC Examination	
Timing	Term 4 Week 8	Term 1 Week 9	Term 2 Week 6	Term 3 Week 4-5	
Outcomes assessed	MH12-1 MH12-3 MH12-6 MH12-7 MH12-9	MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	MH12-2 MH12-5 MH12-7	MH12-3 MH12-4 MH12-5 MH12-6 MH12-7 MH12-9	
Components	Weighting %				Total %
Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	10	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Task completed at home or school	School	Home/School	School	School	
Total %	20	30	20	30	100

NUMERACY CEC 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Assignment New Job, New Adventure	Assignment Alternate Olympics	Assignment Statistics	Assignment Dream House	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Week 6	
Outcomes assessed	N6-2.3, N6-2.4, N6-2.5, N6-3.1	N6-1.3, N6-2.2, N6-2.5, N6-3.2	N6-1.2, N6-2.3, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6- 2.2, N6-2.5, N6-2.6, N6-3.2	
Components	Weighting %				Total %
Knowledge and understanding	15	15	10	10	50
Skills	15	10	15	10	50
Task completed at home or school	Home/School	Home/School	School	School	
Total %	30	25	25	20	100

PDHPE 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Essay Sports Medicine	Report Factors affecting performance	Research Health Priorities in Australia	Trial HSC Examination	
Timing	Term 4 Week 7	Term 1 Week 5	Term 2 Week 7	Term 3 Week 4-5	
Outcomes assessed	H8, H13, H16, H17	H7, H8, H9, H11, H17	H4, H5, H14, H16	H1 – H17	
Components	Weighting %				Total %
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	10	15	15	20	60
Task completed at home or school	Home/School	Home/School	School	School	
Total %	20	25	25	30	100

SCIENCE EXTENSION 2024-2025

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Proposal	Statistical Case study	Scientific Research Report	
Timing	Term 1 Week 3	Term 2 Week 4	Term 3 Week 3	
Outcomes assessed	SE-1, SE-3, SE-6, SE-7	SE-4, SE-5, SE-7,	SE-1, SE-2, SE-3, SE-4, SE-5, SE-6, SE-7	
Components	Weighting %			Total %
Communicating scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	5	15	10	30
Application of scientific research skills	10	10	20	40
Task completed at home or school	Home/School	Home/School	Home/School	
Total %	30	30	40	100

SPORT, LIFESTYLE AND RECREATION 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Healthy Lifestyles in Class Exam	Sports Coaching -Coaching Practical Task	Resistance Training Task	Games and Sports Application 2- Practical Task and Sports Handout	
Timing	Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Week 3	
Outcomes assessed	1.5, 2.3, 3.5, 4.3	1.1, 1.3, 2.1, 2.2, 3.1, 3.1, 4.2, 4.5	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	
Components	Weighting %				Total %
Knowledge and understanding of course content	15	10	15	10	50
Skills in critical thinking, research, analysis and communicating	15	15	10	10	50
Task completed at home or school	School	Home/School	School	School	
Total %	30	25	25	20	100

SOCIETY AND CULTURE 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research task Continuity and Change	Oral task: Methodologies. Proposal, Planning and progress	Research and related in- class extended response on Depth Study 2	Trial HSC Examination	
Timing	Term 4 Week 7	Term 1 Week 7	Term 2 Week 8	Term 3 Week 4-5	
Outcomes assessed	H1, H3, H4, H7	H1, H5, H6, H7, H9	H2, H3, H5,	H1, H2, H3, H4, H5, H6, H7, H10	
Components	Weighting %				Total %
Knowledge and understanding of course content	15	0	15	20	50%
Application and evaluation of social and cultural research methods	0	15	5	10	30%
Communication of information, ideas and issues in appropriate forms	5	10	5	0	20%
Task completed at home or school	Home/School	Home/School	Home/School	School	
Total %	20	25	25	30	100

VISUAL ARTS 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	VAPD and BOW development	Class Task: Essay	Development of the BOW	Trial HSC Examination	
Timing	Term 4 Week 5	Term 1 Week 3	Term 2 Week 6	Term 3 Week 4-5	
Outcomes assessed	H1, H2, H3, H4, H9	H8, H9, H10	H1, H2, H3, H4, H6, H8	H2, H3, H4, H5, H6, H7, H8, H9, H10	
Components	Weighting %				Total %
Artmaking	15	0	25	10	50%
Art Criticism and Art History	15	15	10	10	50%
Task completed at home or school	Home/School	School	Home/School	School	
Total %	30	15	35	20	100

WORK STUDIES 2024-2025

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Workplace Communication	Experiencing Work	Team Enterprise Project	Trial HSC Examination	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4-5	
Outcomes assessed	1, 2, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	2, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	
Components	Weighting %				Total %
Knowledge and understanding	10	5	5	10	30
Skills	15	15	20	20	70
Task completed at home or school	School	Home/School	School	School	
Total %	25	20	25	30	100

LAKE MACQUARIE HIGH SCHOOL VET COURSES FOR 2024 - 2025

VET CONSTRUCTION

VET HOSPITALITY



School Name: Lake Macquarie High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for 1B4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	Week 10 Term 4	Week 11 Term 1	Week 10 Term 3	Week 4-5 Term 3
CPCCWF2002	Use wall and floor tiling tools and equipment	X			
CPCCCM2013	Undertake basic installation of wall tiles	X			
CPCCCA2002	Use carpentry tools and equipment		X		
CPCCCM2005	Use construction tools and equipment		X		
CPCCCA2011	Handle carpentry materials		X		
CPCCVE1011	Undertake a basic construction project			X	
CPCCOM1012	Work effectively and sustainability in the construction industry			X	

Depending on the achievement of units of competency, the possible qualification outcome is a 1B4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using the HSC Trial Exam result.

HSC examinable units to be confirmed by teacher.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Student Competency Assessment Schedule Year 12 2024-2025 (Sample Schedule)

VET Foundation Skills

Skills for Work and Vocational Pathways

Assessment events for FSK20119 Skills for Work and Vocational Pathways		Cluster 4	Cluster 5	Cluster 6	Cluster 7
		Term 4 Week 9	Term 1 Week 11	Term 2 Week 9	Term 3 Week 6
Code	Unit of competency				
FSKOCM007	Interact effectively with others at work	X			
FSKRDG010	Read and respond to routine workplace information	X			
FSKOCM004	Use oral communication skills to participate in workplace meetings		X		
FSKWTG009	Write routine workplace texts		X		
FSKLRG009	Use strategies to respond to routine workplace problems		X		
BSBOPS203	Deliver a service to customers			X	
FSKDIG003	Use digital technology for non-routine workplace tasks			X	
BSBWHS211	Contribute to the health and safety of self and others				X
FSKRDG009	Read and respond to routine standard operating procedures				X

NOTE: The VET Foundation Skills Framework Assessment Schedule has not yet been released and students will be issued with the document at a later date. The document above is a sample document only.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: Lake Macquarie High School.

Assessment Schedule Year 12 - 2025

Assessment Tasks for 1B4BSIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Working in the hospitality industry	HSC TRIAL EXAM
Code	Unit of Competency	Week: 11 Term: 1	Week: 3 Term: 3	Week: 4-5 Term: 3
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 a 1B4BSIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination.

* Examinable units to be confirmed by teacher.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.