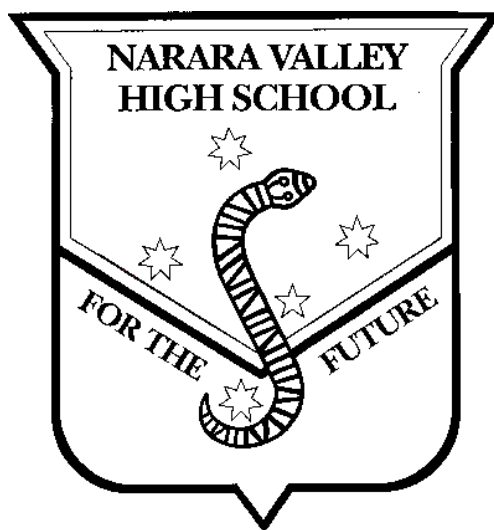


NARARA VALLEY HIGH SCHOOL



YEAR 12 HSC COURSES Assessment Information 2023/2024

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NARARA VALLEY HIGH SCHOOL

YEAR 12 HSC COURSES

1. ATTENDANCE

Whilst NESAA (NSW Education Standards Authority) does not mandate attendance requirements, Principals may determine that, as a result of ongoing absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences.

NB: 'Principals may determine that, as a result of absence, the course completion criteria may not be met.' ACE 8021

Narara Valley High School will require students to attend all classes in each subject: attendance will be closely monitored by each KLA.

2. NON-COMPLETION (N DETERMINATION)

Students who have not complied with the following requirements:

- i. followed the HSC course developed or endorsed by NESAA.
- ii. applied themselves with diligence and sustained effort within this course
- iii. achieved some or all the course outcomes

cannot be regarded as having satisfactorily completed the course.

If a student is to be given a non-completion ('N') determination because of failure to complete tasks, which contribute more than 50 percent of the final assessment marks in that course, the principal must:

- a) submit the non-completion determination via [Schools Online](#) to advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to NESAA using the form supplied by NESAA at [Schools Online](#).

The school must calculate an assessment mark incorporating the marks for those tasks submitted and a zero for each task not submitted. This information will be required if the student makes an appeal to NESAA which is upheld.

If at any time it appears that a student is at risk of being given a 'N' (Non-completion) determination in any course, the Principal will warn the student as soon as possible and advise the parent or guardian **in writing** if the student is under 18 years of age. This warning will be given in time for the problem to be corrected by a reasonable effort on the part of the student.

3. **WHAT IS HSC ASSESSMENT?**

Assessment is a mark gained by students in each of their HSC courses, based on their performance on set Assessment Tasks presented during those courses. The final mark submitted as the Assessment is defined as:

“The mark for each student studying a Board course which represents a measure of the student's achievement relative to other students by the end of the HSC course in Year 12.”

The students' Assessment will be based on their achievements measured throughout the course.

4. **WHY IS ASSESSMENT NECESSARY?**

The Assessment is intended to provide an indication of a student's attainment of a wider range of syllabus outcomes than is measured by the single HSC examination, though it does cover all the outcomes measured by the examination. The Assessment allows due weight to be given during the course to student achievement which, although evident to the class teacher, may not be adequately assessed in a single external examination.

5. **WHAT ARE ASSESSMENT TASKS?**

These are the tasks used to assess a student in a particular aspect of the subject and may include such things as major examinations, class tests, practical work, assignments, essays, oral presentations, and other forms of class work. Completion of ALL Assessment tasks is essential to maximise HSC results. These are marked to provide a rank order for students in a course.

6. **WHAT IS INCLUDED IN THE ASSESSMENT?**

Teachers are free to choose whichever tasks they feel are the best for assessing the various components and for discriminating between students. Some subjects have a requirement that certain skills must be assessed - for example, oral skills in English. The HSC Subject Assessment schedule will outline this information.

7. **HOW IS THE ASSESSMENT POLICY ESTABLISHED?**

NESA, which runs the HSC, provides guidelines in every subject to schools. The guidelines are used by your teachers to draw up an Assessment Schedule. Assessment Schedules in any subject will differ from school to school in terms of how the assessment is being carried out but are the same in every school in terms of the areas of the syllabus that are being assessed and the weight placed on each component. Assessment is about actual performance not potential performance.

8. WHAT ARE ASSESSMENT COMPONENTS?

All students in NSW are assessed on the same basis for each course they take. Each NESA course syllabus has a set of prescribed components with prescribed weightings as well as a set of outcomes for calculating the school's raw assessment marks.

Course assessment schedules will show you the components, their weightings and the outcomes being assessed for each course. They will also indicate the term/week for each assessment task.

The timing of assessment tasks will **only** change with the permission of the Deputy Principal, in conference with the Head Teacher of the course. Students will be notified in writing if there are any changes to the published assessment schedule.

9. WHEN DOES HSC ASSESSMENT START AND FINISH?

The Narara Valley High School HSC Assessment Program will commence at the beginning of Term 4 this year and will be finalised at the time of the HSC Trial Examination period in Term 3, next year.

10. DO I HAVE TO BE TOLD ANYTHING?

This booklet contains HSC Assessment schedules for each of the courses you take. Each assessment schedule shows:

- the components and their weightings as specified in the HSC Assessment Requirements;
- an indication of when each of the assessment tasks will take place;
- the mark value of each task in relation to the total number of marks for the course;
- the nature of each assessment task (eg assignment);
- details of any special administrative arrangements associated with each task.

There will be no assessable tasks one week prior to the Trial HSC. However, some practical examinations may be completed in these weeks after permission from the Principal or their delegate.

At least two weeks written notice will be given to the class of the specific date and nature of any assessment task. **Absent students are responsible for consulting staff regarding work/information missed on the first day they return to school.**

Students will be provided feedback for each task and given their ranking within the group undertaking each course. Student's will not, however, be told their final assessment mark which is submitted to NESA.

11. WHAT HAPPENS TO CLASSES ON DIFFERENT LINES?

Classes with different timetable lines and parallel classes will do common tasks and will be marked by the same teacher, or by teachers using the same marking scales and criteria, to allow comparability of results.

12. WHAT ARE STUDENTS' RESPONSIBILITIES?

Reference - ACE 9025: HSC examinations: non-serious attempts and non-attempts

HSC students who do not make a serious attempt at the examination may not receive an award in the course concerned. This may render some students' ineligible for the award of the Higher School Certificate.

Non-serious attempts include frivolous or objectionable material.

Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

Non-attempts include those where only multiple-choice questions are attempted.

Any student identified as making a non-serious attempt or a non-attempt will be asked by NESAs to justify why they should receive a result in the course concerned. NESAs will advise the student and the school principal of its decision at the time of the release of Higher School Certificate results.

With reference to the information above, at Narara Valley High School:

- a. Students **must** make a serious attempt at every HSC assessment task or a mark of zero could be recorded.
- b. Each student must complete the task by the designated time, or the task sheet issued by the classroom teacher. Documentation for illness/misadventure or an extension must have been granted or **ALL late submissions will be awarded a mark of '0'.** An **'N' Warning letter will then be issued.**
- c. A technology failure is not a valid reason and students are reminded to save all work done on computer in several places to ensure work is accessible at school.
- d. All work for assessment must be the student's own work. For Stage 6, it is compulsory that all students complete NESAs All My Own Work and are therefore aware of the meaning of original work. Students will be awarded zero for unoriginal work. This includes plagiarism and the use of AI tools including, but not limited to, ChatGPT and QuillBot. The school uses detection tools to identify unoriginal work. All sources used in research must be acknowledged.
- e. In cases where the origin of the work is in question, the teacher refers to the Head Teacher who will examine all evidence and make a ruling. In some cases, the Head Teacher may consult the Deputy Principal and/or the Principal for a final decision. As in HSC marking, if there is both unoriginal and original work, the original portion can be marked.
- f. Students should:
 - i. Allocate time to prepare for each test and assignment even though they may not count towards their final assessment.

- ii. Realise that all work done contributes to their skills and knowledge of the course which will help in assessment tasks and in the HSC Examination.
- iii. Realise that consistent application in assessments may indicate that they are a reliable and/or conscientious student to a prospective employer.

Student's work must be consistent and of as high a standard as possible throughout the whole course, in both assessment and non-assessment tasks.

Non-assessment tasks must be completed for two reasons:

- They prepare students for assessment tasks.
- If students do not complete the non-assessment work related to the course, they risk losing the Principal's certification at their final HSC entry that they have shown diligence and sustained effort in the course. This may lead to them not being awarded this subject at the HSC. It could also mean that they are not eligible for a HSC because they do not have enough units.

Students may only query a mark for an assessment task at the time it is returned.

13. **WHAT ARE THE REQUIREMENTS TO BE ELIGIBLE FOR THE AWARD OF A HSC?**

To be eligible for the award of the Higher School Certificate, students must:

- a. attend school for the required period of time (recommend a minimum of eighty five per cent of the available school days as per School policy);
- b. study the pattern of courses required by NESAs for the required time;
- c. demonstrate diligence and sustained effort in each course of study;
- d. complete the requirements for a sufficient number of courses including practical, oral or project works;
- e. complete assessment requirements for enough courses; and
- f. sit for and make a serious attempt at the HSC examination, in a sufficient number of Board Developed courses;
- g. have completed the 'All My Own Work' program

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the *HSC: All My Own Work* program or its equivalent.

14. DOES A STUDENT HAVE TO DO THE ASSESSMENT TASKS?

Yes, the minimum requirement is that students must make a **genuine attempt** at assessment tasks which contribute **more than 50%** of the available marks in that course. Students who do not do this will be regarded as not having satisfactorily completed the course of study. In cases of NON-SATISFACTORY completion or a non serious attempt an "N" indicator will be submitted.

Reference – ACE 8073: Completion of HSC internal assessment tasks

NESA expects students to attempt all assessment tasks set.

For all Board Developed Courses (except VET courses and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted.

The **minimum requirement** is that the student must make a genuine attempt at assessment tasks that contribute **more than 50 percent** of available marks in the course.

A student who does not comply with the assessment requirements and receives a **non-completion determination** in a course will have neither an assessment mark nor an examination mark awarded for that course.

In the case of **Extension courses**, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

15. DOES A STUDENT HAVE TO ONLY COMPLETE ASSESSMENT TASKS?

Reference – ACE 4019 - 'N' determinations – principal's determination of non-completion of course requirements

'This is the decision made by the principal at the end of the course, under delegated authority from NESA, that a student has not satisfactorily completed a course. Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination.'

No. Students are expected to complete course work for all subjects. All work set in a subject is part of the HSC Curriculum regardless of whether it is assessable or not and it is examinable at the HSC. It would be irresponsible for students to restrict their studies to assessment tasks only.

Non-Completion of course work may result in an "N" warning. Students must show sustained engagement and diligent effort to fully satisfy the requirements of the course.

16. WHAT IF A STUDENT DOESN'T HAND WORK IN ON TIME?

It is the responsibility of the student to be present for, or to hand in assessment tasks at the required time. **School policy states that late submission of assessment tasks will result in a mark of zero.**

When submitting assessment tasks using technology students must have a back-up copy available or a hard copy. **Technology failure will not be accepted as an excuse for late submission of tasks.**

Students may apply in writing to the Head Teacher for an extension of time **prior to the due date** to complete a task. This must be done on the appropriate form and before the task falls due. **Forms are available from Head Teachers or the Deputy Principal.** (A copy is on the back page of your booklet) Any appeal on the granting of extensions of time is to be made to the Principal.

17.a) WHAT HAPPENS IF A STUDENT IS ABSENT FOR AN ASSESSABLE TASK THROUGH ILLNESS OR INJURY?

If the student is absent for an assessable task or fails to hand in a task on time, they **must** give evidence of the reason for their absence or failure.

- i. **A doctor's certificate is required for all cases of illness.**
- ii. Evidence from a parent may be accepted (in other cases of serious misadventure but not illness). Early contact with the school is essential.
- iii. Representing the school must be sanctioned by the Principal. If representing the school, it is the student's responsibility to inform their teacher **before** the task, to make alternative arrangements for the task.

All such evidence must be presented on the FIRST DAY of return to school after the task. This is a student obligation. UNLESS an extension has been granted the work is due to the relevant teacher on your first day back at school.

If the student's case is valid then the Head Teacher may direct:

- an extension of time.
- completion of an alternative task.
- or in exceptional circumstances, at the Principal's discretion, use of an estimate.

Each case will be judged on its merits. Alternative arrangements to complete assessment tasks will not automatically be made on request.

If an estimate is granted for a task the teacher and Head Teacher will consider:

- the student's past performance in tasks
- the student's application to course work
- the student's level of knowledge and understanding of the work being assessed.

After all these considerations a mark will be awarded based on the professional judgement of the teacher.

Failure to comply with the requirements in the section above will result in a mark of zero for that task.

On the day of Assessable Tasks, students **MUST** attend all timetabled lessons, otherwise they will be considered absent and require a medical certificate - no student should gain an unfair advantage over other students by only attending the class in which the assessment task is to be completed.

17b) **WHAT HAPPENS IF A STUDENT IS ABSENT FOR AN EXAMINATION THROUGH ILLNESS OR INJURY ?**

If the student is absent for an examination, they **must** give evidence of the reason for their absence or failure.

- i. **Contact** the school as early as possible to advise of student absence.
- ii. Get and complete the **Illness/Misadventure paperwork** from Deputy Principal – follow processes outlined here.
NB: A doctor's certificate is required for all cases of illness.
- ii. Evidence from a parent may be accepted (in other cases of serious misadventure but not illness). Early contact with the school is essential.
- iii. Representing the school must be sanctioned by the Principal. If representing the school, it is the student's responsibility to inform their teacher **before** the task, to make alternative arrangements for the task.

All such evidence must be presented on the FIRST DAY of return to school after the task. This is a student obligation.

Reference – ACE 11004: Higher School Certificate illness/misadventure applications – grounds for appeal

As the examination marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's examination performance.

Applications may be in respect of:

- a) illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (e.g. influenza, an asthma attack, a cut hand);
- b) misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

Unacceptable grounds for appeal

The application process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESAC will consider, e.g. major works stolen or destroyed by vandals.)

- disabilities for which NESA has already granted disability provisions, unless an unforeseen episode occurs during the examination (e.g. a hypoglycemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during the examination(s)
- matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).

NB: Students are to follow the specific examination policy and guidelines published and distributed at the time of the Half Yearly Examination and Trial HSC Examination.

18. **ARE THERE ANY SPECIAL CONSIDERATIONS GIVEN?**

Yes. It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that students with special education needs can access and participate in education **on the same basis** as other students.

Some students with special education needs will require adjustments to assessment practices to demonstrate what they know and can do in relation to syllabus outcomes and content. Providing adjustment does not restrict a student’s access to the full range of grades or marks.

There are special provisions for students with disabilities and you can appeal for illness or misadventure. These matters must be discussed with the Deputy Principal and the Learning and Support Teacher (LAST). A disability provision granted by NESA will carry over for the student to assessment tasks administered by the school as appropriate. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NSW Education Standards Authority (NESA).

19. **MALPRACTICE/MISADVENTURE IN ASSESSMENT TASKS/ WHAT IF STUDENTS CHEAT?**

All work presented in Assessment Tasks must be the student’s own work. If the student uses someone else’s work, fails to adequately acknowledge sources of information, or cheats in any way, they will be guilty of malpractice.

Any student found guilty of malpractice in an Assessment Task may receive zero marks for that task and (at the discretion of the Head Teacher) may be regarded as not having attempted the task. Parents will be informed of this decision and the reasons for it. All occurrences are logged onto the NESA malpractice site.

In examination tasks the removal of all or part of an answer from the exam room will result in the award of a zero mark for that part.

The Principal, in consultation with the Head Teacher of the course involved, will decide whether such conduct warrants further action. This may mean that you could be declared unsatisfactory in that subject and consequently may be ineligible for the award of a Higher School Certificate.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

Invalid tasks/parts of tasks or non-discriminating tasks?

Where a task is deemed to be invalid or non-discriminating, a panel will be established with the Deputy Principal, Principal and a Head Teacher to determine in these circumstances a suitable approach, such as reducing the weighting assigned to the task and adding an additional task (with sufficient notice) and adjusting weightings accordingly. In extreme cases, an invalid task may need to be discarded completely, or a replacement task may be organised.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- Rules and Procedures for Higher School Certificate Candidates
- HSC Assessment and Submitted Works – Advice to Students
- HSC Assessment and Submitted Works - Advice to Parents
- HSC: All My Own Work
- HSC assessment in a standards-referenced framework – A Guide to Best Practice.
- Honesty in HSC: What constitutes malpractice – ACE 9023
<http://ace.bostes.nsw.edu.au/ace-9023>

20. CONFIDENTIALITY OF ASSESSMENTS

NESA requires that the Final Assessment mark as submitted to the NESA "not be made available to students".

The student's final school assessment mark will be moderated by NESA according to the school's performance in that course at the HSC examination. Since the mark sent in from the school to NESA will be moderated before it goes on the HSC document, the school assessment mark is confidential.

At the completion of the HSC students will be able to see their assessment rankings in each course studied. The procedure for this will be outlined to the student before they commence their exams.

21. CAN STUDENTS SEEK A REVIEW OF ASSESSMENT RANKING?

Yes. Students may seek a review of their ranking if their position in the order of merit differs significantly from expectations based on feedback from Assessment Tasks. Students must take their concerns to the relevant Head Teacher within one week of receipt of their course/class task.

Final HSC Assessment - Students should apply through the Principal. A review can only be requested to the Principal in writing, within two school days of receiving the information stating the rank order in each course.

22. WHAT ARE THE GROUNDS FOR REVIEW?

There are three grounds only for a review -

- i. a computational or clerical error
- ii. the correct weightings for components were not used
- iii. the stated assessment policy was not followed.

The marks for individual assessment tasks awarded by teachers are not subject to review.

23. WHAT IF A STUDENT IS NOT SATISFIED WITH THE OUTCOME OF THE SCHOOL REVIEW?

Students may appeal to NESA. NESA will consider whether the school's review process was adequate and proper in all respects. If the appeal is upheld NESA will direct the school to carry out a further review.

24. WHAT IF A STUDENT HAS A PROBLEM THAT NEEDS FURTHER EXPLANATION THAN IS GIVEN HERE?

This is very important. Students must discuss the matter with the Deputy Principal as quickly as possible. Assistance will always be available but quite often the communication to relevant Head Teacher and/or Deputy Principal will need to come from the student.

25. TAFE DELIVERED VOCATIONAL EDUCATION and TRAINING (TVET)

This program is based on a formal arrangement between secondary schools and TAFE in NSW. Students who successfully complete TVET courses are entitled to two credentials: One from NESA and one from TAFE.

There are several Board Developed Courses available through TAFE. These courses are all Category B subjects. Only two units from Category B can be counted towards the ATAR.

- Other TVET courses are Endorsed Courses and they cannot be included in the calculation of the ATAR.
- Students are expected to attend every TVET class. As one class may equal four hours of learning students can understand how much work they will miss if they fail to attend even one class.
- When students commence their TVET course they will be given an assessment schedule by their TVET teacher. This schedule will outline when assessments take place, the TVET procedure for assessment tasks and the procedure for “N” awards.

When students commence their TVET course they will also be requested to attend a meeting at which their school’s procedures for this program will be outlined.

26. **SCHOOL DELIVERED VOCATIONAL EDUCATION**

Students are to refer to the VET Student Information Booklet for information on: -

- Assessment
- Work Placement
- Recognition of prior learning (RPL)
- Appeals Process

NOTE: All VET students must complete mandatory work placement in allocated weeks.

27. **EXAMINATION POLICY**

All students are to sit examinations on the timetabled scheduled days unless arrangements have been made prior to the examination date. This can be done by written application to the Principal for extenuating circumstances.

Holidays must not be arranged in Exam periods. Exam periods are available at the start of the year.

NB: Students must also comply with expectations outlined in:

ACE 9024: HSC Examinations: Breaches of Procedures

‘Students who do not comply with NESAS examination rules for a course may have their examination paper for that course cancelled. This may render the student ineligible for the award of ... a Higher School Certificate.’

- Rules and Procedures for Higher School Certificate Candidates - Booklet

28. CHANGES OF PRELIMINARY COURSES

Decisions regarding changes of courses are at the discretion of the Principal within the following guidelines.

In the case of Preliminary courses, the Principal may allow a change of subject or course provided that he or she is satisfied that the student can satisfactorily complete the new course. **Normally a change of subject or course should not be allowed after 30 June.**

A change of course is at the school's discretion and is not deemed appropriate unless all work i.e individual learning program, assessment tasks and class work can be caught up.

29. CHANGES OF HSC COURSES

Decisions regarding changes of HSC courses are at the discretion of **the Principal** within the following guidelines.

Students wishing to enrol in a new HSC course during the HSC year may do so only if the principal is satisfied that they:

- have satisfactorily completed the Preliminary course (or equivalent) of the subject/course they wish to enter; and
- will be able to complete all HSC course requirements, including assessment requirements.

No new enrolments in HSC courses may occur after 30 June in the Higher School Certificate examination year.

Students may **withdraw** from an HSC course without penalty at any time before the HSC examination. Prior to the due date for submission of school assessments to NESAs, this is done by the Principal via [Schools Online](#). Later withdrawals must be notified to the Manager, Records, Credentialing and Reporting Branch at NESAs.

30. EXCLUSIONS FOR HSC PROJECT WORK

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

ENGLISH

ADVANCED ENGLISH

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 9	Term: 1 Week: 7	Term: 2 Week: 5	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Analytical response using prescribed text and related material. Common Module: Texts and Human Experiences	Multimodal Presentation Module B: Critical Study of Literature	Imaginative response and reflection Module C: Craft of Writing	Trial HSC Examination Paper 1: Common Module Section 1-(5) Section 2-(5) Paper 2: Modules Module A(10) Module B(5) Module C(5)
Outcomes	Outcomes	Outcomes	Outcomes		
EA 12-1, EA12-5, EA12-6	EA12-4, EA12-7, EA12-8	EA12-2, EA12-3, EA12-9	All		
Knowledge and understanding of course content	50	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	10	15
Total	100	25	25	20	30

STANDARD ENGLISH

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 9	Term: 1 Week: 7	Term: 2 Week: 5	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Analytical response using prescribed text and related material. Common Module: Texts and Human Experiences	Multimodal Presentation Module B: Close Study of Literature	Imaginative response and reflection Module C: Craft of Writing	Trial HSC Examination Paper 1: Common Module Section 1-(5) Section 2-(5) Paper 2: Modules Module A(10) Module B(5) Module C(5)
Outcomes	Outcomes	Outcomes	Outcomes		
EN 12-1, EN12-5, EN12-6	EN12-4, EN12-7, EN12-8,	EN12-2, EN12-3, EN12-9	All		
Knowledge and understanding of course content	50	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	10	15
Total	100	25	25	20	30

ENGLISH EXTENSION 1

Component	Weighting	Task 1	Task 2	Task 3
		Term: 1 Week: 4	Term: 2 Week: 8	Term:3 Week: 5/6
		Description	Description	Description
		Outcomes EE12-2, EE12-3, EE12-5	Outcomes EE12-1, EE12-4	Outcomes All
Knowledge and understanding of texts and why they are valued	25	5	10	10
Skills in: Complex Analysis Composition Investigation	25	10	5	10
Total	50	15	15	20

ENGLISH EXTENSION 2

Component	Weighting	Task 1	Task 2	Task 3
		Term: 4 Week: 10	Term:1 Week: 6	Term:3 Week: 1
		Description	Description	Description
		Outcomes EEX12-1	Outcomes EEX12-4	Outcomes EEX12-2 EEX12-3 EEX12-5
Objective 1 Knowledge and understanding of texts and why they are valued	25	5	10	10
Objective 2 Skills in complex analysis composition and investigation	25	10	10	5
Total	50	15	20	15

ENGLISH STUDIES

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 9	Term: 1 Week: 8	Term: 2 Week: 8	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Analytical response using prescribed text and related material Common Module: Texts and Human Experiences	Advertising Pitch Multimodal presentation Elective: On the Road – English and the Experience of Travel	Reading and writing in class task Elective: Telling Us All About It – English and the Media	Collection of Classwork All Modules, including Module: Part of the Family
Outcomes	Outcomes	Outcomes	Outcomes		
ES12-1, ES12-5, ES12-8,	ES12-2, ES12-7, ES12-9	ES12-3, ES12-6,	ES12-4, ES12-10		
Knowledge and understanding of course content	50	15	10	10	15
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively.	50	10	15	10	15
Total	100	25	25	20	30

MATHEMATICS

MATHEMATICS STANDARD 1 (MATHS IN TRADES) HSC (OPTIONAL ATAR)

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 8	Term: 1 Week: 7	Term: 2 Week: 8	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Assignment	Assignment	Assignment	Trial HSC Examination
Outcomes	Outcomes	Outcomes	Outcomes		
		MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10
Understanding fluency and communication	50	10	10	15	15
Problem Solving, Reasoning & Justification	50	15	10	10	15
Total	100	25	20	25	30

MATHEMATICS STANDARD 2 HSC (ATAR)

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 8	Term:1 Week: 7	Term:2 Week: 8	Term: 3 Week: 5/6
		Description	Description	Description	Description
		In class test	Assignment	Summary Sheet Test	Trial HSC Examination
Outcomes	Outcomes	Outcomes	Outcomes		
		MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-10	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10
Understanding fluency and communication	50	10	10	15	15
Problem Solving, Reasoning & Justification	50	15	10	10	15
Total	100	25	20	25	30

MATHEMATICS ADVANCED HSC

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term:4 Week: 8	Term: 1 Week:8	Term: 2 Week: 7	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Outcomes MA12-1, MA12-8, MA12-10	Outcomes MA12-1, MA12-5, MA12-9, MA12-10	Outcomes MA12-3, MA12-6, MA12-7, MA12-10	Outcomes MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10
Understanding fluency and communication	50	10	10	15	15
Problem solving, reasoning and justification	50	15	10	10	15
Total	100	25	20	25	30

MATHEMATICS EXTENSION 1 – 1 UNIT

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term:4 Week: 9	Term: 1 Week: 6	Term: 2 Week: 7	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Outcomes ME12-1, ME12-2, ME12-7	Outcomes ME12-2, ME12-6, ME12-7	Outcomes ME12-3, ME12-4, ME12-7	Outcomes ME12-1, ME12-2, ME12-3, ME12-4, ME12-7
Understanding fluency and communication	50	10	10	15	15
Problem solving, reasoning and justification	50	15	10	10	15
Total	100	25	20	25	30

SCIENCE

BIOLOGY

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 7	Term: 1 Week: 5	Term: 2 Week: 4	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Depth Study	Research task	Experimental Design	Trial HSC Exam
		Outcomes	Outcomes	Outcomes	Outcomes
		BIO12-4, 12-5, 12-6, 12-12	BIO12-6, 12-7, 12-13	BIO12-1, 12-2, 12-3, 12-4, 12-14	BIO12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-15
Skills in working scientifically	60	15	20	20	5
Knowledge & understanding of course content	40	5	5	5	25
Total	100	20	25	25	30

CHEMISTRY

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 9	Term: 1 Week: 7	Term: 2 Week: 8	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Research	Practical Investigation	Depth Study	Trial HSC Exam
		Outcomes	Outcomes	Outcomes	Outcomes
		CH12-3, CH12-4, CH12-5, CH12-7, CH12-14	CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12	CH12-1, CH12-2, CH12-3, CH12-5, CH12-6, CH12-7, CH12-13	CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15
Skills in working scientifically	60	15	15	20	10
Knowledge & understanding of course content	40	10	5	5	20
Total	100	25	20	25	30

PHYSICS

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 8	Term: 1 Week: 7	Term: 3 Week: 1	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Depth Study	Practical Investigation	Research Task	Trial HSC Exam
		Outcomes PHY12-1 PHY12-3 PHY12-4 PHY12-5 PHY12-7 PHY12-12	Outcomes PHY12-1 PHY12-2 PHY12-3 PHY12-4 PHY12-5 PHY12-6 PHY12-13	Outcomes PHY12-4 PHY12-5 PHY12-6 PHY12-7 PHY12-15	Outcomes PHY12-4, PHY12-5, PHY12-6, PHY12-7, PHY12-12, PHY12-13, PHY12-14, PHY12-15
Skills in working scientifically	60	15	20	15	10
Knowledge & understanding of course content	40	5	5	10	20
Total	100	20	25	25	30

INVESTIGATING SCIENCE

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 8	Term: 1 Week: 6	Term: 2 Week: 6	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Practical investigation	Research task	Depth study – testing a claim	Trial HSC Exam
	Outcomes INS12-1, INS12-2, INS12-3, INS12-12	Outcomes INS12-1 INS12-2 INS12-4, INS12-13	Outcomes INS12-4, INS12-5, INS12-6, INS12-7, INS12-14	Outcomes INS12-6, INS12-7, INS12-12, INS12-13, INS12-14, INS12-15	
Skills in working scientifically	60	15	15	20	10
Knowledge & understanding of course content	40	5	10	5	20
Total	100	20	25	25	30

HSIE

ANCIENT HISTORY

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 9	Term: 1 Week: 10	Term: 2 Week: 9	Term: 3 Week: 5,6
		Description	Description	Description	Description
		Outcomes AH12-3, AH12-7 AH12-9, AH-10	Outcomes AH12-1, AH12-2 AH12-3, AH12-6, AH12-7, AH12-8, AH12-9	Outcomes AH12-4, AH12-6 AH12-7, AH12-9	Outcomes AH12-1, AH12-2 AH12-3, AH12-5 AH12-6, AH12-7, AH12-9, AH12-10
Knowledge and understanding of course content	40	10	5	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20		5	10	5
Historical inquiry and research	20	5	10	5	
Communication of historical understanding in appropriate forms	20	5	5	5	5
Total	100	20	25	25	30

LEGAL STUDIES

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 10	Term: 1 Week: 8	Term: 2 Week: 10	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Outcomes H2, H3, H7, H8	Outcomes H1, H4, H7, H8, H10	Outcomes H5, H6, H7, H9, H10	Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge & understanding of course content	40	5	10	10	15
Analysis and evaluation	20	5	5	5	5
Inquiry and Research	20	10	10		
Communication of legal information, ideas & issues in appropriate forms	20			10	10
Total	100	20	25	25	30

SOCIETY & CULTURE

Component	Weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Term: 4 Week: 9	Term: 1 Week: 10	Term: 2 Week: 10	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Outcomes H1, H4, H6, H7, H10	Outcomes H2, H3, H8, H9, H10	Outcomes H1, H3, H5, H7, H9, H10	Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9
Knowledge & understanding	50	5	15	10	20
Application & evaluation of methodologies	30	20			10
Communication	20		10	10	
Total	100	25	25	20	30

BUSINESS STUDIES

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 9	Term: 1 Week: 9	Term: 2 Week: 9	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Outcomes H2, H3, H5, H8, H9	Outcomes H4, H6, H7, H8, H9	Outcomes H4, H5, H6, H8, H9	Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge and understanding of course content	40	10	5	10	15
Stimulus – based skills	20		10		10
Inquiry and research	20	5	5	10	
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Total	100	20	25	25	30

HSC JAPANESE BEGINNERS

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 7	Term: 1 Week: 8	Term: 2 Week:8	Term:3 Week: 4/5
		Description	Description	Description	Description
		Outcomes 1.1, 1.2, 1.3, 1.4, 2.2, 2.5	Outcomes 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Outcomes 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	Outcomes 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3
Speaking Objectives 1 and 3	20	10		10	
Listening Objectives 1 and 2	30		15		15
Reading Objectives 1 and 2	30	15	10		5
Writing (in Language) Objectives 1 and 3	20			10	10
Total	100	25	25	20	30

WORK STUDIES

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 7	Term: 1 Week: 5	Term: 2 Week: 5	Term: 3 Week: 3
		Description	Description	Description	Description
		Outcomes H2, H5, H6, H8, H9	Outcomes H1, H2, H5, H6, H7	Outcomes H1, H3, H4, H5	Outcomes H1, H2, H4
Knowledge & understanding of course outcomes and course content	30	5	10	10	5
Skills and content	70	20	15	15	20
Total	100	25	25	25	25

MODERN HISTORY

Component	Weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Term: 4 Week: 10	Term: 1 Week: 9	Term: 2 Week: 9	Term: 3 Weeks 5/6
		Description	Description	Description	Description
		Outcomes	Outcomes	Outcomes	Outcomes
		Source Analysis: Power and Authority in the Modern World 1919-1946	Essay: National Studies	Historical Analysis: Change in the Modern World	Trial HSC Examination
		MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-9	MH12-2, MH12-5, MH12-7, MH12-8	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9
Knowledge and understanding of course content	40	10	5	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical inquiry and research	20	10	5	5	
Communication of historical understanding in appropriate forms	20		5	5	10
Total	100	25	20	25	30

CREATIVE ARTS

VISUAL ARTS

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term:4 Week:10	Term:2 Week:6	Term:3 Week:5/6	Term:3 Week:5/6
		Description	Description	Description	Description
		Outcomes H1, H2, H3, H4, H5	Outcomes H7, H8, H9, H10	Outcomes H1, H2, H3, H4, H5, H6	Outcomes H7, H8, H9, H10
Artmaking	50	15		35	
Art Criticism and Art History	50		20		30
Total	100	15	20	35	30

PHOTOGRAPHY – 2 UNIT 1st Year – 100 Hours

Component	Weighting	Task 1	Task 2	Task 3
		Term 1 Week 6	Term 2 Week 6	Term 3 Week 5/6
		Description	Description	Description
		Outcomes M1, M4, M5, M6	Outcomes CH1, CH2, CH3, CH4, CH5	Outcomes M2, M3, M5, M6
Making	70	30		40
Critical and Historical Studies	30		30	
Total	100	30	30	40

PHOTOGRAPHY – 2 UNIT – 2nd Year – 200 Hours

Component	Weighting	Task	Task 3	Task 4
		Term:1 Week:6	Term:2 Week:6	Term:3 Week:5/6
		Description	Description	Description
		Outcomes M1, M4, M5, M6	Outcomes CH1, CH2, CH3, CH4, CH5	Outcomes M2, M3, M5, M6
Making	70	30		40
Critical and Historical Studies	30		30	
Total	100	30	30	40

MUSIC

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term:4 Week:10	Term:2 Week:5	Term:3 Week:2	Term:3 Week:5/6
		Description	Description	Description	Description
		Outcomes H2, H3, H4, H5, H6, H7, H8	Outcomes H1, H2, H4, H5, H6	Outcomes H1-H11**	Outcomes H4, H6
Performance	10		10		
Composition	10	10			
Musicology	10		10		
Aural	25	10			15
Electives	45			45	
Total	100	20	20	45	15

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

DANCE

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term:4 Week: 10	Term:2 Week: 1	Term:2 Week: 8	Term:3 Week: 1 (Practical) + (Theory)
		Description	Description	Description	Description
		Outcomes Will vary depending on the Major Study selected	Outcomes H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H3.4	Outcomes H1.1, H1.2, H1.3, H2.1, H2.2, H2.3	Outcomes H1.1, H1.2, H1.3, H4.1, H4.2, H4.3, H4.4, H4.5 & Major Study outcomes
Core Performance	20			20	
Core Composition	20		20		
Core Appreciation	20				20
Major Study	40	20			20
Total	100	20	20	20	40

The appropriate outcomes will be selected by the teacher based on the Major Study option selected by each student.

DRAMA

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 9/10	Term: 2 Week: 9	Term: 3 Week: 2	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Australian Theatrical Traditions	Planning & Development of Individual Project (IP)	Group Performance & Logbook	Trial HSC Examination
		Directing Australian Theatre	Project in process (Perform IP/Submit design or critical theatre and Logbook		
Component Breakdown	Component Breakdown	Component Breakdown	Component Breakdown		
10(CS) 10(M)	20(M) 10(P)	20(M) 10(P)	20(CS)		
Outcomes	Outcomes	Outcomes	Outcomes		
H1.2, H1.3, H1.7, H2.3, H3.2, H3.3, H3.5	H1.3, H1.7, H2.1, H2.2, H3.5	H1.1, H1.3, H1.4, H1.6, H1.8, H1.9, H2.1, H2.2, H2.4, H3.3, H3.5	H3.1, H3.2, H3.3		
Making	40	10	20	10	
Performing	30		10	20	
Critically Studying	30	10			20
Total	100	20	30	30	20

T A S

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE INDUSTRIES / MULTI MEDIA

Component	Weighting	Task 1	Task 2	Task 3
		Term:4 Week:10	Term:3 Week:1	Term:3 Week:5/6
		Description	Description	Description
		Folio Progress	Completed folio & evaluation	Trial HSC Examination
Outcomes H3.1, H3.2, H3.3, H5.1 H5.2	Outcomes H2.1, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2	Outcomes H1.1, H1.2, H1.3, H4.3, H7.1, H7.2		
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in design management, communication and production of a major project	60	25	25	10
Total	100	35	35	30

FOOD TECHNOLOGY

Component	Weighting	Task 1	Task 2	Task 3
		Term: 4 Week: 8	Term: 2 Week: 10	Term: 3 Week: 5/6
		Description:	Description:	Description:
		Australian Food Industry Industry report	Nutrition Issues and Food Product Development Independent Research and Design	HSC Trial Examination
Outcomes H1.2, H1.4, H3.1	Outcomes H2.1, H3.2, H4.1, H4.2, H5.1	Outcomes H1.1, H1.2, H1.3, H2.1, H3.1,		
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, researching, analysing and evaluating	30	20		10
Skills in experimenting with and preparing food by applying theoretical concepts	30		30	
Total	100	30	40	30

PD/HEALTH/PE

PD/HEALTH/PE

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term: 4 Week: 8	Term:1 Week: 10	Term: 2 Week: 8	Term: 3 Week: 5/6
		Description	Description	Description	Description
		Outcomes H7, H8, H10, H17	Outcomes H2, H3, H5, H14, H15	Outcomes H7, H8, H9, H10	Outcomes H1- H5, H7-H11, H14, H13-H17
Knowledge & understanding of course content	40	10	10	10	10
Skills in critical thinking, research, analyzing and communicating	60	15	15	10	20
Total	100	25	25	20	30

SPORT, LIFESTYLE AND RECREATION

Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term:4 Week:8	Term:1 Week:10	Term:2 Week:7	Term:3 Week: 6
		Description	Description	Description	Description
		Outcomes 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1	Outcomes 1.4, 3.6, 4.2, 4.4	Outcomes 1.5, 2.3, 2.4, 3.5, 4.3	Outcomes 1.1, 1.6, 4.5
Knowledge and Understanding	50	10	15	10	15
Skills	50	15	10	15	10
Total	100	25	25	25	25

COMMUNITY AND FAMILY STUDIES

Component	Weighting	Task 1	Task 2	Task 3	Task 5
		Term: 4 Week:10	Term: 1 Week: 9	Term:2 Week:9	Term:3 Week:5/6
		Description	Description	Description	Description
		Outcomes H4.1, H4.2	Outcomes H2.3, H3.1, H5.1, H6.2	Outcomes H2.1, H2.2 H3.2, H5.2	Outcomes H1.1- H6.2
Knowledge and understanding of course content.	40	5	10	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	15	15	15
Total	100	20	25	25	30

VET SUBJECTS

- **CONSTRUCTION**
- **HOSPITALITY**
- **BUSINESS SERVICES**

1. Continually assessing competencies as per the Competency Record
2. Cumulative ranks or marks will not apply, as these are competency-based frameworks
3. Work Placement Dates: TBA

VET subjects have EVENTS that occur throughout the courses at various times through the year. These are used to assess competencies so are considered to be assessment tasks. **These are not included in the task calendar.**

NOTE- The trial HSC will be used to establish the NESAs HSC estimated marks for all VET subjects.

NARARA VALLEY HIGH SCHOOL

REQUEST FOR EXTENSION OF TIME FOR SUBMISSION OF ASSESSMENT TASK

STUDENT'S NAME: _____

DATE: _____ TEACHER: _____

SUBJECT: _____

TITLE OF ASSESSMENT TASK: _____

REASON FOR EXTENSION OF TIME: (Documentary evidence from Doctor/parent should be provided.) _____

In applying for this extension of time, I assure the Principal that I am not seeking to gain an unfair advantage over other students in the course.

Student's Signature _____

Parent/Guardian's Signature _____

I have noted the above request and **HAVE / HAVE NOT** granted an extension of time.

- Extension of time granted _____ days.
- The task must be submitted on or before _____

Head Teacher's Signature _____