



# MUDGEE HIGH SCHOOL



## Senior Assessment Manual

# Yr 11 HSC 2024







# Contents

Introduction .....	3
Pattern of Study Requirements.....	4
Coordination of Senior Assessment .....	4
Notice of Tasks.....	4
Timing of Tasks.....	5
Registration of Due Dates .....	5
Lateness .....	5
Non-Serious Attempts .....	6
Non-Completion of Tasks/Examinations .....	6
‘N’ Determination Warnings .....	6
Malpractice.....	7
Parallel Classes .....	7
Scaling – Moderation – Number of Tasks Given .....	8
Students with Disabilities or Injuries .....	9
Repeating or New Students.....	9
Documentation of Records .....	9
Appeals.....	10
Use of Email and Electronic Media.....	10
HSC Assessment Advice for VET Courses.....	11
School Captain Eligibility Criteria .....	12



## Introduction

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These senior assessment procedures have been formulated to comply with the NSW Educational Standards Authority (NESA) requirements and guidelines. They will be followed by all faculties teaching senior courses for the Higher School Certificate (HSC).

The assessment process has been designed to:

- Allow students to demonstrate their ability to achieve a wider range of outcomes than could be shown in a single exam at the end of a particular course.
- Give students direct credit for consistent work in both the Year 11 and Year 12 courses, rather than relying solely on one final exam.
- Improve the accuracy of the judgements made about student ability by using an increased number and wider variety of measuring instruments.

To achieve these goals, teachers aim to assess to a HSC standard and style in order to objectively and fairly rank students and report student performance to students, parents and NESA. Consideration must be given to specific subject guidelines, assessment components, weightings and outcomes as specified by a particular syllabus. All assessment rules are contained in the NESA Assessment Certification Examination Manual (ACE).

The assessment process places a responsibility on teachers to adhere to these procedures, to ensure fairness in the assessment process. Assessment takes up a large amount of a student's time. The assessment mark appears on their HSC and counts for half of their Australian Tertiary Admissions Rank (ATAR).

Some students may spend more than 2 years completing a HSC and may also acquire their credential with a combination of study at school, TAFE or completion of a School Based Traineeship.

It should be remembered that:

- All 2 Unit (2U) courses are broken into a Year 11 course and a Year 12 course.
- A student may have a break of no more than 4 years between the Year 11 and Year 12 Courses.
- The Year 11 course in a subject must be satisfactorily completed before a student can attempt the Year 12 course. This includes 'satisfactory completion' of assessment tasks and coursework in the Year 11 course.
- Assessment tasks are conducted over both the Year 11 and Year 12 Courses. However, only assessment of the Year 12 course will count towards the moderated assessment mark that appears on the HSC. Therefore, an assessment task based on a topic taught from the Year 11 syllabus cannot be included as part of a Year 12 Assessment schedule. (Note: There are some exceptions to this rule as is the case for some Mathematics courses).

## **Pattern of Study Requirements**

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The following is a summary of the key requirements for Higher School Certificate study:

- At least 12 units are required in the Year 11 course pattern of study, and at least 10 units in the Year 12 course pattern of study.
- In both patterns of study, at least 6 units must consist of NESA-developed courses.
- In both patterns of study, HSC candidates must undertake at least three courses of 2 unit value or greater. These may include NESA-endorsed courses.
- In both Year 11 and 12 courses a minimum of 4 different courses must be studied.
- The award of a HSC may be accumulated over a period of 5 years. In that case, all the rules prescribed above must be met, but not all in the one year and a pathway plan must be in place.
- Students wishing to accumulate their HSC and/or repeat subjects should seek the assistance of their Year Adviser and the Senior Assessment Coordinator to ensure that all NESA requirements are fulfilled.

## **Coordination of Senior Assessment**

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It is the role of the Senior Assessment Coordinator to coordinate the procedures and processes relating to the assessment of senior students at Mudgee High School.

This involves:

- Ensuring that an up to date procedure is available each year that reflects any changes to NESA requirements.
- Liaising with the Year 11 Adviser to ensure that all students receive the appropriate information.
- Providing information to students about the senior assessment procedure and providing guidance to students who are struggling to meet course requirements.
- Coordinating a regular evaluation of the senior assessment procedure.
- Devising an assessment planner for Year 11 and 12 students to attempt to spread the assessment workload across the year in an equitable manner.
- Being responsible for other specific tasks as outlined in this procedure.

Heads of department are responsible for monitoring of assessment procedures to ensure procedure is being followed, communicating any changes to NESA requirements to staff and monitoring and documenting students who are not meeting course requirements.

Final decisions regarding the implementation of this procedure are the responsibility of the Principal. The Principal, or delegate, may alter the procedure at any time.

## **Notice of Tasks**

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Students will be provided with an Assessment Schedule for each subject they study. This will contain:

- Components and weightings to be assessed across the whole assessment program.
- The approximate date for each task (i.e. in which term it will occur).
- The weighting of each task.
- The nature of each task.

At least two weeks prior to the assessment date, students will be informed of:

- The syllabus outcomes being assessed by that task.
- The weighting of the task.
- The nature of the task.
- The date and time of the task. If possible, the assessment task will be due/completed on the day that corresponds to the allocated week on the Senior Assessment Planner.

Students should receive the above details on a green Notification of Senior Assessment Task proforma.

## **Timing of Tasks**

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Students must be assessed for both the Year 11 and HSC course. Only assessment from the HSC course will be used as part of the student's HSC. (There is an exception for particular Mathematics courses).

Heads of Department have the responsibility to ensure that syllabus requirements are met and that the correct amount of assessment occurs for each year.

Assessments for the Year 11 course will begin early in Year 11.

No tasks are to fall due in the one week period prior to examinations. No tasks are to be scheduled after the Trial HSC examination, unless it has been approved at an executive meeting.

Staff and students will operate an Assessment Planner with subjects allocated particular weeks in which to conduct their assessment tasks. Variations to these allocated weeks can only occur with the consent of the Principal after discussion at an executive meeting.

This Assessment Planner forms an appendix to this overall procedure.

Students are required to carry their Assessment Planner with them each day.

## **Registration of Due Dates**

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All assessment tasks will clearly be identified as such and will be issued on the green Notification of Senior Assessment Task pro forma. Teachers need to register all tasks with the Deputy Principal to enable placement on the school calendar. Registration should be made as early as possible.

Students should be encouraged to maintain a diary and to record all tasks in their Assessment Planner.

## **Lateness**

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Students must notify the school if they will be absent when a task/exam is due. Zero marks will apply unless an adequate reason is provided to the Deputy Principal responsible for the relevant year. Assessment tasks will be deemed late if they are not submitted during the relevant period or lesson time on that day.

Students cannot work on assessment tasks during other classes and they cannot absent themselves from classes to complete tasks. Students who are absent for any part of the day when a task is due will need to complete an Application for Special Consideration form together with appropriate documentation.

During the Year 11 and Year 12 courses, students who submit tasks or sit for exams late will be required to make an application for special consideration by completing the pink pro-forma available from the Deputy Principal.

This application must be made either:

- As soon as the student returns to school after an unplanned absence.
- As soon as a student knows they will be unable to complete a task/exam. Where an unavoidable clash is known in advance this application must be made before the due date of the task.

Failure to complete this process correctly will result in zero marks for the task.

Extensions of time are not granted automatically. Students will require very good reasons for not completing tasks by the due date. Medical certificates or other documentary evidence should always be supplied where it is available.

## **Non-Serious Attempts**

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Where, in the judgement of a Head Teacher, a student has not made a serious attempt in an assessment task/examination even though all other requirements are met, a 'N' Determination Warning will be given. In the case of any appeal, the Principal will make the final decision after referral from the Deputy Principal responsible for the relevant year.

A student, whose work is deemed to be a non-serious attempt, may be required to resubmit the task showing an adequate attempt to meet the minimum requirements. No marks will be awarded for resubmitted work. However, it must be submitted to meet course requirements.

## **Non-Completion of Tasks/Examinations**

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All assessment tasks/examinations must be completed. If a student fails to complete a task/examination, they will be given a 'N' Determination Warning for that task unless adequate reason is supplied to the Deputy Principal responsible for the relevant year. This reason must be supplied to the Deputy Principal before the task/exam if possible, or immediately on return to school after the task/exam. In cases of illness, a medical certificate or statutory declaration may be required by the Deputy Principal.

At the Principal's discretion, a student may be required to do one of the following:

- Undertake the same task/exam at a later date.
- Undertake an equivalent substitute task/exam.
- Accept an estimate.

An estimate will only be awarded in exceptional circumstances where the Principal considers that the student has adequate reason for not completing an assessment task. The possibility of completing the same task at a later date or a substitute task will be examined before an estimate based on other evidence will be considered.

It is the student's responsibility to notify the school of their absence that day (or earlier if they know) if an assessment task/exam is due and they will be unable to attend. It is the responsibility of the student to approach their teacher on the day of their return to school regarding their absence, and to make arrangements for the completion of the missed task/exam. At this time the student will need to collect an Application for Special Consideration form from the Deputy Principal responsible for the relevant year group. The application must then be completed and returned in the stipulated time.

In the case of any appeal, the Principal will make the final decision after referral from the Deputy Principal responsible for the relevant year group.

## **'N' Determination Warnings**

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'N' Determination Warnings will be allocated if:

- A task/exam scores no marks under the lateness provisions (see Lateness above).
- A task/exam is not completed and no adequate reason is provided.
- A student is involved in malpractice, and/or a non-serious attempt is made at a task/exam.

If a student receives a 'N' Determination Warning in assessment tasks/exams which total 50 percent or more of the total available assessment marks for that course, the Principal must indicate to NESAs that the course has not been satisfactorily completed and the student has received a 'N' Determination. The student may not be allowed to sit for the HSC exam in that subject and a result will not appear on the HSC for the subject. In the case of any appeal, the Principal will make the final decision after referral from the Deputy Principal responsible for the relevant year group.

A student will not be permitted to enrol in the Year 12 course unless they have satisfactorily completed all aspects of the Year 11 course.



## **Malpractice**

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All students are required to complete the 'All My Own Work' program before their subject entries can be submitted to NESA. This program covers malpractice which refers to "any activity that allows a student to gain an unfair advantage over other students" (NESA Assessment Certification and Examination Manual, 2005). The NESA rules about malpractice apply to all students completing Year 11 and HSC courses at all NSW schools. Please refer to the NESA Assessment Certification Examination Manual.

Additional information can be accessed via Honesty in HSC Assessment - the Standard .

If a student is caught cheating, copying or plagiarising in any way during any assessment task or exam they will be given a 'N' Determination Warning for that task. Students are advised that any salacious, offensive or derogatory comments they write on a task will constitute malpractice. As is the case of the HSC examinations, such comments may result in a 'N' Determination warning.

Any student who deliberately disrupts an assessment may be warned once. If such disruptive behaviour continues, the student will be excluded from the task and a 'N' Determination Warning will be given.

In the case of any appeal relating to malpractice, the Principal will make the final decision after referral from the Deputy Principal responsible for the relevant year group.

### **Examinations**

The school provides examination writing material. Students may only take to their seat the equipment they require to complete each exam, tissues and water. Devices such as mobile phones or those which have communication capabilities are not permitted. All watches must be removed and placed in clear sight on the examination table where the student is seated. If a calculator is required in an examination, only those models approved by NESA are permitted.

A record will be kept of all variations to examination routine, including any warnings given, students getting equipment from bags or students leaving the examination room. Any student who requires the use of the toilet during an exam will be accompanied by a teacher and the duration of their absence from the examination room will be recorded.

No student will be permitted to leave the examination room for any purpose in the last 15 minutes of an examination.

## **Parallel Classes**

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Where parallel classes do the same work the same assessment task should be given to each class at the same time, where the school timetable allows. When more than one class per subject exists, the faculty must put in place a process to ensure consistency. These processes include one teacher marking an entire question, a moderating procedure or other arrangement deemed appropriate

Where students within one course are undertaking different option topics or presenting work in a variety of mediums (e.g. Visual Arts, Industrial Technology), a HSC standard will be applied to the setting and marking of tasks to allow a valid ranking of students.

## **Scaling – Moderation – Number of Tasks Given**

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The whole question of scaling can invoke doubt and uncertainty in the minds of teachers. While it may help, it is not necessary that teachers fully understand the very complicated mathematical procedures involved.

The paragraphs below attempt to set out the general principles that teachers should follow in attempting to adhere to our goal of treating each student fairly, consistently and by the rules.

### ***How to be fair to all our students***

It should be stressed, that when it comes time for NESAs to moderate (adjust) our assessment marks, the total number of marks available to our class is equal to the total number of marks that they scored in the HSC examination. The logical conclusion then is that to maximise our students moderated assessment marks we must do all that we can to maximise their exam mark.

*The best and fairest approach is to use the full range of available marks to accurately show the relative difference in performance between students.*

Tasks should be set in such a way as to allow our best students to demonstrate the extent of their ability.

### ***Adding assessment tasks to reach a final ranking***

The marks returned to students after each task may be raw or scaled. However, examination marks on school reports will be scaled results to reflect likely HSC results based on performance and effort thus far.

Faculties should use that set of marks which indicates:

- Relative abilities within the group.
- For students, the type of mark that they may have received had that piece of work been submitted at a HSC examination.

### ***Tasks from different option topics***

When students study different option topics within the same course, scores in those different assessment tasks should be moderated against a common task before they are added together. This is necessary to achieve accurate comparability.

### ***Number of tasks to be given***

NESA provides assessment guidelines for all subjects. These guidelines specify the number and type of tasks that can be set. Our assessment schedules reflect the guidelines provided in each syllabus and that, once given, no task can be discarded. This allows other time to be spent on completing required coursework and engaging in other essential learning activities, gaining feedback and reviewing course material.

## **Students with Disabilities or Injuries**

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Students with known disabilities such as visual, hearing, learning difficulties, hand or arm injury, chronic fatigue, diabetes, physical disability, psychological conditions, infectious disease, pregnancy or post-natal depression are responsible for applying to the school for special provisions.

Applications for special provisions must be made to NESA for the formal HSC examinations. The principal has the authority to grant special provisions for all assessment tasks and the Trial HSC examination.

Applications must be submitted with evidence indicating the precise nature of the disability. The school should make all students aware of assistance available to them as early as possible so that approval for special provisions may be sought.

## **Repeating or New Students**

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For students who transfer before school assessment has commenced, no action is necessary. The student will be assessed with all other students in the course at the receiving school.

For students who transfer between the commencement of Year 12 course assessment and the final date of the HSC entry, the receiving school is to prepare final assessments based on those tasks which the students complete at the receiving school.

For students who transfer between the final date for HSC entry and the time that the schools are required to submit assessments, the sending school is responsible for the student's assessment.

For students who repeat the Year 12 course, an assessment will be made which is based on their work in the repeat year only. All past assessments are void since the students were ranked against a different candidature. This includes mandatory assessment items. New Year 12 course students, whether transferring or repeating, must be 'meshed' into the rankings of their new groups, using their Year 12 course assessment only.

## **Documentation of Records**

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HSC assessment requires accurate and safe storage of records. At a faculty level, it is the responsibility primarily of teachers to record marks. However, it is the responsibility of the Head Teacher to oversee the collation, entry and checking of marks. All marks are to be recorded using the Sentral markbook.

The marks should be forwarded according to the given timeline to the Senior Curriculum Coordinator in order to process and check marks and allow them to be forwarded to the Principal for submission to NESA.

Non-completion of an assessment task would necessitate an N-Determination warning letter being sent to the parent/guardian by the Head Teacher. Copies of such correspondence should be kept by the Head Teacher, together with completed checklists which are to be sent to the Deputy Principal responsible for that year according to the given timeline. Copies are to be stored in the student's personal file via the office.

Due to the fact that students may break their HSC study between the Year 11 and Year 12 courses, it is important that student records be kept, and securely stored, for a period of up to five years.

## Appeals

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Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review. This appeal must be in writing and submitted to the Principal by the due date. Students should be made aware that they have limited time (approximately 5 days) to lodge an appeal. Reviews will be resolved within the school and NESAs will be notified if the appeal is upheld.

There is no appeal available to students regarding the mark received for an individual assessment task. The Appeals Committee (consisting of the Principal, Senior Curriculum Coordinator and the relevant Head Teacher) will investigate the appeal and consider the following:

- If the weighting specified by the faculty assessment procedure conforms to NESAs requirements as detailed in the subject guidelines.
- If the procedures used by the faculty for determining the final assessment mark conform with the stated faculty assessment procedure. In particular, are the weightings used for the various assessment tasks consistent with those specified in the assessment schedule.
- Are there any significant arithmetical or clerical errors in determining the assessment mark.

The school is *not permitted* to tell students their final assessment mark. However, the school may inform students of their rank in each course. This can be done progressively throughout the course and once the final rank has been determined. It is recommended that faculties do this in case errors have occurred which can then be corrected immediately.

## Use of Email and Electronic Media

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Unless it is specifically requested in the written assessment requirements issued by your teacher, no assessment tasks are to be submitted in electronic form. Nor are they to be emailed to the teacher or to the school.



### HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

**Work placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

#### **Work placement advice from NESA in response to COVID**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

**HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).**

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

## **School Captain Eligibility Criteria**

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The Captains Election will be coordinated by the Deputy Principal (DR) or a delegate appointed by the Principal.

There will be one boy and one girl Captain and one boy and one girl Vice-captain elected in Term 3 annually from Year 11 students. The election will take place prior to the Year 12 presentation at the end of Term 3.

Nominations will be made on the appropriate form and returned to the school office by the due date. The Principal will ensure all nominations meet the required standards. A list of nominations will be published to students via the Year 11 noticeboard three days before the printing of the ballots. Students deemed not to be meeting the required standards will be interviewed by the Principal to ensure procedural fairness.

Nominees for captain will have an excellent record of attendance, participation and conduct at school.

This means that a student to be eligible for nomination:

- has no more than one unexplained absence in the year of nomination;
- has not been placed on a level the year of nomination;
- has not been on the uniform list in the term of nomination;
- has satisfactory academic progress with no incomplete class or assessment tasks;
- has not received an N Warning letter in the year of nomination; and
- has not been on a senior stage placement in the year of nomination.

All candidates for School Captain or Vice-Captain will be expected to make a nomination speech to an audience of Year 11 students and teachers. The speeches should outline the student's views on the role of the school captain and why the student believes they would be able to fulfil the role.

The election of Captains and Vice-captains will take place within one week of the speeches being given. All students in Year 11 and all staff are entitled to vote in the Captains Election.

Ballot papers will be printed following a draw of the order of names by the returning officer appointed by the Principal. Ballot papers will be marked by those voting with a number against each name in order of preference, separately for both boys and girls. Absentee votes may be requested by students who have school related reasons for absence on voting day. To obtain an absentee vote the student should approach the Deputy Principal of Year 11.

The vote will be counted by the returning officer following the final date for voting. The ballot will be decided by preferential voting and announced by the Principal.



## Agriculture

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Report Crop Trial	Case Study Farm Case Study	Exit Examination
Outcomes to be Assessed		2.1, 3.1, 4.1	1.1, 1.2, 2.3, 3.1, 5.1	All Outcomes
Knowledge and understanding of course content	40	10	10	20
Knowledge, understanding and skills required to manage agricultural production systems	40	10	15	15
Skills in effective research, experimentation and communication	20	10	5	5
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>



## Ancient History

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Investigating the Past Source Analysis / In-Class written task	Historical Investigation Research Essay	Exit Examination
Outcomes to be Assessed				
Knowledge and understanding of course content	40	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	10
Historical inquiry and research	20	10	10	
Communication of historical understanding in appropriate forms	20	5	5	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Biology

Component	Weighting	Task 1	Task 2	Task 3
		Term 1/2	Term 2/3	Term 3
		Practical Task	Depth Study	Exit Examination
Outcomes to be Assessed		11/1, 2, 3, 4, 5, 7	11/1, 2, 4, 5, 6, 7, 10, 11	11/4, 5, 6, 7, 8, 9, 10, 11
Skills in working scientifically	50	25	15	10
Knowledge and understanding	50	5	15	30
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Business Studies

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Nature of Business Extended Response	Business Planning Report	Exit Examination
Outcomes to be Assessed				
Knowledge and understanding of the course content	40		10	30
Stimulus-based skills	20	15		5
Inquiry and research	20	5	15	
Communication of business information, ideas and issues in appropriate forms	20	10	5	5
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Community & Family Studies

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Extended Response Resource Management	Case Study Individuals and Groups	Exit Examination
Outcomes to be Assessed		P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P3.2, P6.2	P2.2, P2.4, P4.1, P6.2
Knowledge and Understanding Of Course component	50	15	10	25
Application and evaluation about the influence of a range of societal factors on individuals and the nature of groups, families and communities	30	5	15	10
Communication of skills in researching, analysing and communicating the diversity and interdependence of individuals, families, groups and communities.	20	5	10	5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>



## Chemistry

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 3	Term 3
		Depth Study Report	Practical Task	Exit Examination
Outcomes to be Assessed		11/1, 2, 4, 7, 8	11/1, 4, 5, 6, 7, 10	11/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Skills in working scientifically	35	15	10	10
Knowledge and understanding	65	15	20	30
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## English Advanced

Component	Weighting	Task 1	Task 2	Task 3
		Term 2	Term 3	Term 3
		Critical Response	Multimodal Task	Exit Examination
Outcomes to be Assessed		1, 3, 5, 8	2, 3, 6, 7	2, 3, 4, 5, 9
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas, appropriate to audience, purpose and context across all modes	50	15	20	15
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## English Standard

Component	Weighting	Task 1	Task 2	Task 3
		Term 2	Term 3	Term 3
		Critical Response Wilfred Owen	Multimodal Task Contemporary Possibilities	Exit Examination
Outcomes to be Assessed		1, 3, 4, 6	2, 3, 4, 6, 7, 8	1, 5, 6, 9
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas, appropriate to audience, purpose and context across all modes	50	15	20	15
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## English Studies

Component	Weighting	Task 1	Task 2	Task 3
		Term 2	Term 3	Term 3
		Multimodal task On the Road	Collection of Classwork Folio of Modules	Exit Examination
Outcomes to be Assessed		4, 5, 6, 7, 10	1, 2, 6, 7, 8, 9	1, 2, 3, 6, 7, 8
Knowledge and understanding of course content	50	10	20	20
Skills in: Comprehending texts, Communicating ideas, Using language accurately, appropriately and effectively	50	10	20	20
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>

## English Extension

Component	Weighting	Task 1	Task 2	Task 3
		Term 2	Term 3	Term 3
		Critical Response Texts, Culture and Value	Multimodal Task Independent Investigation	Exit Examination
Outcomes to be Assessed		1, 2, 3, 5	1, 3, 4, 6	1, 3, 5
Knowledge and understanding of complex texts and of how and why they are valued	50	15	20	15
Skills in complex analysis, sustained composition and independent investigation	50	15	20	15
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## Engineering Studies

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Engineered Product Analysis	Engineered Solution Report	Exit Examination
Outcomes to be Assessed		P1.2, P2.1, P4.1, P4.2	P1.1, P2.2, P3.1, P3.2, P5.1, P5.2, P5.6	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1
Knowledge and Understanding of Course Content	60	10	10	40
Knowledge and Skills in Research, problem solving and communication related to engineering practice	40	20	20	0
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Food Technology

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Nutrition Investigation	Food Quality Experiments and Preparation	Exit Examination
Outcomes to be Assessed				
Knowledge and understanding of course content	40	10		30
Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	10	20	
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>



## Legal Studies

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		The Legal System Media File + In-Class Extended Response	Law Reform Case Study	Exit Examination
Outcomes to be Assessed		P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation	20		10	10
Inquiry and research	20	10	10	
Communication of legal information, ideas and issues in appropriate forms	20	10	10	
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

# Mathematics Advanced

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		In Class Test	Assignment	Exit Examination
Outcomes to be Assessed				
Understanding fluency and communication	50	15	15	20
Problem Solving, Reasoning and Justification	50	15	15	20
TOTAL	100	30	30	40

## Mathematics Standard

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		In Class Test	Assignment	Exit Examination
Outcomes to be Assessed				
Understanding Fluency and Communication	50	15	15	20
Problem Solving, Reasoning and Justification	50	15	15	20
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Mathematics - Numeracy (CEC)

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Investigation Assignment	Investigation Assignment	Investigation Assignment
Outcomes to be Assessed				
Understanding Fluency and Communication	50	15	17.5	17.5
Problem Solving, Reasoning and Justification	50	15	17.5	17.5
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>

Mathematics Extension 1

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 3	Term 3
		In Class Test	Assignment	Exit Examination
Outcomes to be Assessed				
Understanding Fluency and Communication	50	15	15	20
Problem Solving, Reasoning and Justification	50	15	15	20
TOTAL	100	30	30	40

## Industrial Technology - Metal and Engineering Technologies

Component	Weighting	Task 1	Task 2	Task 3
		Term 2	Term 2	Term 3
		Industry Case Study	Preliminary Project	Exit Examination
Outcomes to be Assessed		P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2., P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in management, communication and production of projects	60	10	30	20
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>

## Industrial Technology - Timber Products and Furniture Technologies

Component	Weighting	Task 1	Task 2	Task 3
		Term 2	Term 2	Term 3
		Industry Case Study	Preliminary Project	Exit Examination
Outcomes to be Assessed		P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2., P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in management, communication and production of projects	60	10	30	20
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>



## Modern History

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Case Studies Research Essay	Historical Investigation Presentation	Exit Examination
Outcomes to be Assessed				
Knowledge and understanding of course content	40	15		25
Historical skills in the analysis and evaluation of sources and interpretations	20		10	10
Historical inquiry and research	20	10	10	
Communication of historical understanding in appropriate forms	20	5	10	5
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Music

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Composition Musicology	Aural Skills Exam	Performance Examination Viva Voce
Outcomes to be Assessed		3,5,7,8,10,11	2,4,10,11	1,4,6,8,9,10,11
Performance	25			25
Composition	25	25		
Aural Skills	25		25	
Musicology	25	10		15
<b>TOTAL</b>	<b>100</b>	<b>35</b>	<b>25</b>	<b>40</b>

## Personal Development, Health and Physical Education

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Research and application The Body in Motion	Case Study Better Health for individuals	Exit Examination
Outcomes to be Assessed		P7-P11, P16, P17	P1-6, P15, P16	P1-12
Knowledge and understanding of course content	40	15	15	10
Skills in critical thinking, research, analysing and communicating	60	20	20	20
<b>TOTAL</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## Photography, Video and Digital Imaging

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Developing a Point of View Digital Photography	The Arranged Image Digital Photography and Exam	Introduction to Practice Video
Outcomes to be Assessed		M3, M5, CH3	M2, M4, CH1, CH5	CH1, CH2, CH3, CH4, CH5
Making	70	20	20	30
History/Criticism	30	10	10	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Physics

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Depth Study report	Research Task	Exit Examination
Outcomes to be Assessed		11/1, 2, 4, 7, 8	11/1, 4, 5, 6, 7, 10	11/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Skills in working scientifically	60	30	20	10
Knowledge and understanding	40	10		30
<b>TOTAL</b>	<b>100</b>	<b>40</b>	<b>20</b>	<b>40</b>

## Society & Culture

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		The Social and Cultural World Report - Me, Myself and I	Personal and Social Identity Mini PIP	Exit Examination
Outcomes to be Assessed		P1, P2, P6, P10	P1, P3, P5, P6, P7, P8, P9, P10	P1, P3, P4, P5, P6, P9
Knowledge and understanding of course content	50	15	10	25
Application and evaluation of social and cultural research methods	30	5	15	10
Communication of information, ideas and issues in appropriate forms	20	5	10	5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>

## Sport, Lifestyle & Recreation

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Resistance Training Infographic and Program	Sports Coaching Coaching Session	Fitness Case Study and Program
Outcomes to be Assessed		1.2, 2.2, 3.2	1.1, 3.1, 4.2	1.2, 1.3, 3.2
Knowledge and understanding	50	15	10	25
Skills	50	15	25	10
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>



## Visual Arts

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		Experimental Works	Research Extended Written Response	Exit Examination
Outcomes to be Assessed		P1, P3, P4, P5, P6, P7	P7, P8, P9	P1, P2, P4, P5, P6, P7, P8, P9
Artmaking / VAPD	50	30		20
Critical and Historical Studies	50		30	20
<b>TOTAL</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Work Studies

Component	Weighting	Task 1	Task 2	Task 3
		Term 1	Term 2	Term 3
		My Working Life	Preparing job applications	Yearly exam
Outcomes to be Assessed		WS1 WS4 WS8	WS5 WS2	WS5 WS3 WS6
Skills	70	35	35	
Knowledge and understanding	30			30
<b>TOTAL</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

# EXAM PERIOD NOTIFICATION & SCHEDULE RECEIPT

The examination timetable may not require to schedule exams on all of these days, however, students are advised to ensure they are available on ALL of these dates.

HALF YEARLY EXAMINATIONS (Non Assessable)  
Week 2 Term 2  
Monday 6 May through to Friday 10 May 2024

EXIT EXAMINATIONS  
Week 9 Term 3  
Monday 16 September through to Friday 20 September 2024

## Acknowledgement

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I am aware that the major examination period(s) for the 2024 Year 11 HSC Assessment Schedule are as shown above.

I am aware that I am expected to complete examinations during the times listed above.

Any absences during these times need to have a valid reason and relevant supporting documentation as evidence of these reasons (eg. medical or legal reasons).

I understand the scheduling of family vacations or other leisure pursuits (eg. concerts, music festivals) are not considered valid reasons, and may result in zero marks for any examinations missed.

I have received my copy of the 2024 Year 11 HSC Assessment Schedule

Signature	
Name	
Date	

## STUDENT COPY



## MUDGEES HIGH SCHOOL

### 2024 - Year 11 Assessment Planner

Term	Week	Date Range	Lines to Assess	Subjects	Task Dates	Task Type
1	1	1st Feb - 2nd Feb				
1	2	5th Feb - 9th Feb	2 & 1			
1	3	12th Feb - 16th Feb	6 & 4			
1	4	19th Feb - 23rd Feb	3 & 5			
1	5	26th Feb - 1st Mar (No Friday - Swim Carn)	2 & 1			
1	6	4th Mar - 8th Mar	6 & 4			
1	7	11th Mar - 15th Mar	3 & 5			
1	8	18th Mar - 22nd Mar	2 & 1			
1	9	25th Mar - 29th Mar (No Friday)	4 & 6			
1	10	1st Apr - 5th Apr (No Monday)	3 & 5			
1	11	8th Apr - 12th Apr	2 & 1			
2	1	29th Apr - 3rd May (No Monday)	No Assessment			
2	2	6th May - 10th May				
2	3	13th May - 17th May	6 & 4			
2	4	20th May - 24th May	3 & 5			
2	5	27th May - 31st May (No Friday - Athl Carn)	2 & 1			
2	6	3rd Jun - 7th Jun	6 & 4			
2	7	10th Jun - 14th Jun (No Monday)	3 & 5			
2	8	17th Jun - 21st Jun	2 & 1			
2	9	24th Jun - 28th Jun	6 & 4			
2	10	1st Jul - 5th Jul	3 & 5			



## 2024 - Year 11 Assessment Planner

Term	Week	Date Range	Lines to Assess	Subjects	Task Dates	Task Type
3	1	22nd Jul - 26th Jul (No Monday)	1 & 2			
3	2	29th Jul - 2nd Aug	6 & 4			
3	3	5th Aug - 9th Aug	3 & 5			
3	4	12th Aug - 16th Aug	1 & 2			
3	5	19th Aug - 23rd Aug	6 & 4			
3	6	26th Aug - 30th Aug	3 & 5			
3	7	2nd Sep - 6th Sep	1 & 2			
3	8	9th Sep - 13th Sep	No Assessment			
3	9	16th Sep - 20th Sep	EXAMINATIONS			
3	10	23rd Sep - 27th Sep				

It is important that every student carry this schedule with them at the front of their folder every day.

The purpose of this schedule is to evenly space assessment tasks so that students are given the best opportunity to devote their full time and energy to each task. It will still be essential however, that students plan their schoolwork, their sporting and social life as well as work commitments well in advance. Remember also that simply completing "Assessment Tasks" does not constitute satisfactory study of a course, nor will it result in very good marks. Of equal importance are – attendance at lessons – non-assessment homework – regular study and memorisation.

As far as possible the groupings of lines have been deliberately arranged to cater for courses that appear on more than one line and to fit in with the timing of double periods. As a general guideline courses mentioned first in each slot will try to assess in the first half of the week and those courses mentioned second in each slot will try to assess in the second half of each week. The aim is to try to design a system where a student will as a general rule:

- Not have more than two tasks due in the same week
- Not have two tasks due on the same day

However, this will not always be possible due to complicating factors such as –

- Some subjects occur on more than one line of the timetable.
- Unavoidable interruptions (such as public holidays) may occur during a week.
- Some subjects require every student to deliver a 10 minute speech. This is not possible in one double period.
- Extension subjects with small candidatures do not have an assessment week in the rotation system.
- VET subjects have set assessment times set by the region and these may not align with our schedule.



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Signature	
Name	
Date	

**SCHOOL COPY**