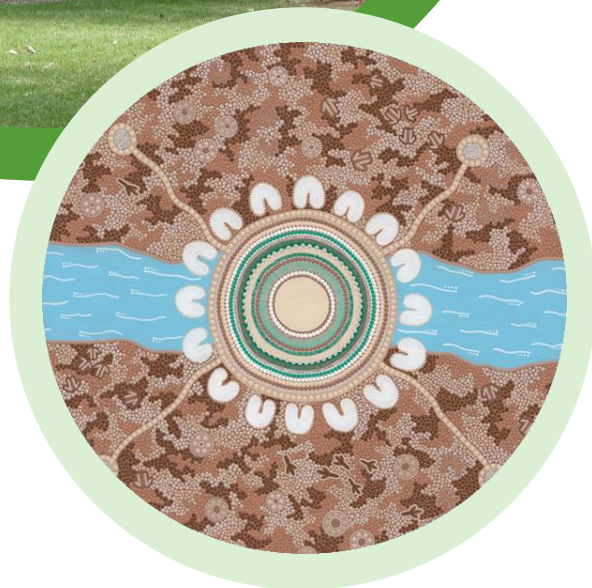
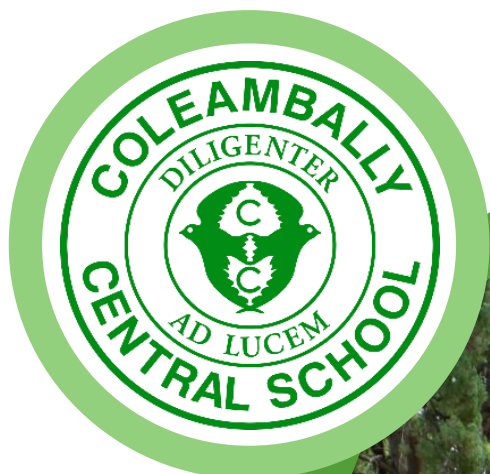


Assessment Booklet

Stage 6 – 2024



RESPONSIBLE

SAFE

RESPECTFUL

1. INTRODUCTION

Each school which presents candidates for the Preliminary and HSC Courses in NSW is required to provide an assessment mark for each examinable course, and to certify satisfactory completion of the preliminary and HSC outcomes of each course studied. As of 2013, teachers need to apply the Common Grade Scale to each Preliminary course. Each school which presents candidates for the HSC examination in NSW is required to provide an Assessment Mark for each course. These marks are then moderated by NESA (NSW Education Standards Authority) to bring assessment marks from different schools to a common scale.

The purpose of this policy statement is to set out the guiding principles under which HSC assessment will proceed at Coleambally Central School.

Students are reminded that the issuing of this book to each student is evidence that they have been informed of assessment requirements.

At Coleambally Central School, Stage 6 students use a vertical model (also referred to as a double time model or compressed system) to complete their HSC program.

In this model, students' study requirements for the HSC are completed over a two-year period. However, both the Preliminary and HSC components of the stage 6 courses (including the HSC examinations) are completed in one calendar year rather than two. Students will study 3 courses in Year 11 and 3 courses in Year 12.

Each year's course begins during Term 4, thus allowing a full year of study before the exams in October.

2. RATIONALE

The provision of a separate assessment mark from the examination mark in the HSC has a two-fold purpose. It is intended to provide a measure of a student's attainment which is based on:

- A wider range of syllabus objectives than is measured by the external examination.
- Measures and observations obtained throughout the course rather than a single examination.
- It is not possible to test all aspects of a subject (practical skills, oral tasks, fieldwork, projects) in an external examination.
- It is fairer to assess a student's progress throughout a course of study rather than a single examination.

Assessment through strategies such as formal examinations, tests, assignments, essays and creative works is used to diagnose strengths and weaknesses and inform parents.

Assessment is used to measure satisfactory completion of Preliminary and HSC course outcomes and requirements, and the eligibility to proceed to the HSC course in that subject.

3. GENERAL INFORMATION

To be eligible for the award of the Record of School Achievement (ROSA) and the HSC, students are required to:

- Maintain a satisfactory record of attendance, conduct and progress at school as evidence of satisfactory course completion.
- Undertake and satisfactorily complete courses which comprise the pattern of study required by NESA.
- Complete the requirements of each course, including any necessary homework, oral, practical or project work (as set out in each course syllabus and school program);
- Make a genuine attempt to complete Assessment Tasks.
- Sit and make a genuine attempt in any examination set as part of the course and sit the 'external'

HSC examination at the end of the course; and

- Complete 12 units of Preliminary HSC course work for the award of a Record of Achievement.
- Complete at least 10 units HSC course work for the award of HSC.

On completion of the Preliminary HSC course, a student will be awarded a Record of Achievement, which will generally be presented on leaving school.

On completion of the HSC course, a student will be awarded an 'external' examination mark and a separate 'school based' assessment mark for each subject. A 'school based' assessment mark is calculated by the school and measures a student's performance in Assessment Tasks in relation to the course outcomes specified by that specific course.

Each candidate will receive a 'school-reported' Assessment Mark for each Preliminary HSC subject.

The purpose of a "school-based" Assessment Mark is to measure and report student achievement based on a wider range of syllabus outcomes than can be measured by the external examination and on measures obtained throughout the course rather than at a single examination at the end of the HSC course.

Advantages of "school-based" Assessment include:

- It enables assessment of specific skills which are best demonstrated over time (e.g., practical skills).
- It caters for elements such as fieldwork where assessment can be completed in the field.
- It may increase the accuracy of the final assessment of student achievement by using multiple measures over time.
- Students who achieve consistently but do not perform as well under examination pressure are not disadvantaged.
- Additional information is provided to students, employers, and other educational institutions in the community.

4. DEFINITION OF AN ASSESSMENT TASK

An Assessment Task is a piece of work undertaken by a student to measure how well that student has achieved specific course outcomes. It may be an in-class task undertaken at a particular time, or an independent piece of research to be submitted on a due date. Alternatively, it may be a long-term project in a subject such as Music or Design & Technology etc., where marks are awarded at a number of specific stages of the project. All tasks (including written components of pre-prepared in-class tasks), must be handed in, or emailed to the relevant teacher by the period it is due, on the due date. All presentations (e.g., Science presentation or oral presentation in English) must be completed on one nominated day.

4.1 Quality Assessment Tasks

- Are integral to the teaching and learning process.
- Focus upon syllabus outcomes.
- Are appropriate for the outcomes being assessed.
- Are valid, reliable, equitable and measurable.
- Allow each student to demonstrate his or her level of achievement.
- Are worded to clearly explain to students what they are required to do.
- Communicate to students the assessment criteria/marking scheme.
- Use the language of syllabus outcomes.

5. NESAS

The Board expects students to undertake all set Preliminary and HSC Assessment Tasks.

The Board requires all students to follow an Assessment Schedule and have an Assessment Mark submitted for each course entered.

The minimum requirement is that the student makes a genuine attempt at Assessment Tasks which contribute in excess of 50 per cent of available marks set for each course.

Students who do not comply with the Board's Assessment requirements in any course may not be eligible to progress to the HSC stage of that course and may not be eligible for the award of a Higher School Certificate.

In the case of Extension courses, students who fail to meet the assessment requirements for the common (or 2 units) part of the course will not receive a result in the course.

The 'N' determination process will be applied to students who do not meet course requirements and/or do not submit Assessment Tasks.

6. COMPLETION OF PRELIMINARY AND HSC ASSESSMENT TASKS

Preliminary assessment will commence in Term 4 of each year and continue up until the last week of Term 1 in the following year. The HSC assessment begins in Term 2 and continues up until the end of Term 3. (Refer to individual assessment schedules for each course)

7. ASSESSMENT RECORDS

Assessment records are kept by the class teacher using the assessment schedule for each subject. The teacher is responsible for marking each Assessment Task and keeping a record of assessment marks. Head teachers will also keep a record of the assessment marks in a central location for each faculty. The students must sign a register when issued with an Assessment Task as well as upon submission of each task.

8. COMMUNICATION

Each teacher will provide students with written notification of each specific Assessment Task, including 'Assessment Task Notification' at least two weeks before the due date. This will include:

- The outcomes to be assessed.
- Due date and assessment weighting.
- The nature and content of the task.
- Assessment criteria/marking guidelines to be used; and
- The procedures students should follow when submitting the task.

All students must sign and date the 'Assessment Notification-Student Receipt' to acknowledge they have been given the 'Assessment Task Notification'.

Teachers must ensure all students have signed and dated this form, with copies to be kept with Teachers and Head Teachers. Students will sign and date when their task is returned to them, and they will receive meaningful feedback.

9. FLEXIBILITY AND FAIRNESS

Coleambally Central School develops methods of Assessment which are fair to all students and sufficiently flexible to cater for the needs of atypical students. The final Assessment Task cannot be modified to take into account the possible effects of illness and misadventure. Consideration of the effects of illness or misadventure can only be taken into account at the time that individual Assessment Tasks are completed.

Student appeals for illness or misadventure should be submitted within two days of returning to school for consideration by the class teacher, Head Teachers and Year Advisor who will then provide feedback to the student.

10. RELIABILITY

Assessment Tasks will be designed so as to discriminate between students as far as possible consistent with coverage, validity, accuracy, accountability and fairness, as described above. Refer to HSC: All My Own Work: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

11. REPORTING TO STUDENTS AND PARENTS

Students will be given at least 2 weeks warning of the timing of all Assessment Tasks and of the relative value of each task. These details will be set out using the 'Assessment Task Notification'. Students will be informed of their mark when the task is returned. Students will also be informed of their overall ranking on the Preliminary and HSC reports.

It is important for students to realise that:

- Preliminary and HSC course assessment is outcomes based.
- Preliminary and HSC reports will describe student achievement of Preliminary or HSC course outcomes using performance scales; and
- Student performance should be interpreted against the course outcome standards as well as the Assessment ranking.
- Ranking is more important than the final mark value. The mark value is moderated on a statewide basis following the HSC examinations.
- Teachers are required to keep the final assessment marks confidential and will not report this mark to students or parents. However, teachers will report the final assessment *ranks* to students and parents. Once the assessment mark has been moderated by the NESAs after the final exams, marks will then be reported as part of the students' Higher School Certificate final results.

12. APPEALS PROCEDURES

If a student or parent is concerned about an assessment mark or rank received, this should initially be discussed with the class teacher. If this does not resolve the concern, then the matter should be referred to the Head Teacher, and then if necessary, the Deputy Principal *within two school days of the assessment being returned to the student*.

Requests for reviews should be submitted to the class teacher on an Appeal Form available from school.

If the Rank Order (or position in group) assigned by the school in the order-of-merit differs significantly from a student's expectations, the student may seek a review in that course.

The review of a student's rank will involve an administrative check only and will not question a teachers' professional judgment in any way. The purpose of the review is to establish that:

- The weightings, used by the school, were those specified by the Board.
- The marks awarded were consistent with the school's Assessment Policy; and
- A computational or clerical error has not occurred.

13. TREATMENT OF ATYPICAL STUDENTS

In some situations, no specific guidelines have been issued by the NESAs for treatment of students who do not fit the usual assessment pattern established by the school. In these cases, the school will adopt the following procedures:

13.1 Special provisions for Students with Disabilities

Wherever possible, normal Assessment Tasks should be completed. Special provisions consistent with policy used by the NESAs will be applied where necessary.

13.2 Transfers

Students who transfer to CCS before the period of formal assessment commences will be assessed with all other candidates. Those who arrive after this date but before the final date of HSC entry will receive a final assessment based on those tasks which have been completed since arrival at CCS. Any assessment information received from the student's former school may be used for assessment purposes but there is no obligation to do so.

13.3 Absentees from Assessment Tasks

Where a student knows that he/she will be absent from an in-class Assessment Task, the student must complete an 'Application for Extension' prior to the due date. If the class teacher, in consultation with the Head Teachers and Year Advisor, considers the student to have a valid reason (e.g., illness - medical certificate required or approved leave) then a mark may be awarded based on the existing or a substitute task. In exceptional circumstances (e.g., where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate), the above people may authorise an estimate based on other appropriate evidence. This will be done by the class teacher in consultation with the Head Teacher. In all other cases where a candidate fails to do an Assessment Task, a zero mark will be recorded for that task, but the task should still be completed by the student to meet "satisfactory course completion" requirements.

13.4 Accelerants

Accelerants should complete all Assessment Tasks, or the equivalent, which are undertaken by other students completing the usual Preliminary or HSC program. There may need to be flexibility however in the order and timing of Assessment Tasks. Programs of work may need to be specifically tailored to the accelerant's needs.

13.5 Accumulates

In the case of an accumulator who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of the NESAs. If NESAs approval is given, the student must add substantially to the major work or project in the repeat year.

14. FORMAL SUBMISSION OF WORK

14.1 Submission of Work

All Assessment Tasks excluding in-class tests/presentations should be submitted to the relevant teacher with the completed Assessment Task Notification in clear view no later than the period the task is due, on the due date. The task can also be emailed and where possible a hard copy should be provided. Note that if the task is emailed, it must be sent at or before the date and time the task is due. Tasks emailed after this will be considered late, and a penalty of zero will be given. The register must also be signed and dated on submission of the task.

14.2 Late Submission of Work

A task submitted after the due date and time will be deemed late, the task will be marked as normal, but a mark of

'Zero' will then be applied. However, the Assessment Task must still be submitted. Work will be counted as being late and the penalties applied if it is received after the period, it is due, without a valid reason.

14.3 Student Responsibilities

You are expected to complete tasks that are part of the assessment program, and you should ensure that you have a copy of the school's assessment schedule for each course.

If an Assessment Task is not going to be done or handed in by the scheduled time, it is your responsibility to ask your teacher for an alternative task or extension of time as set out in this policy. Students should carefully check their marked work when it is returned by the class teacher.

14.4 Teacher Responsibilities

The teacher is responsible for marking submitted Assessment Tasks consistent with standards set by NESAs. Teachers mark and return work within two weeks except in extenuating circumstances, such as staff absence/teacher change or extensions granted.

The teacher is also responsible for providing students with constructive feedback on achievement of the syllabus outcomes being assessed in the task. Typically, the teacher is responsible for organising two additional copies of the cover sheet and returning the original to the student. This will ensure that the student, classroom teacher and Head Teacher will have a record of the marks.

14.5 Unsatisfactory Completion of Assessment Tasks

In order to have studied a Board course satisfactorily, NESAs expects each candidate to complete all Assessment Tasks set in the Assessment Schedule for each course entered.

It should be noted that in cases where a task is not completed and where the class teacher and Head Teacher are not prepared to accept the reason given for not submitting a task, the task will be awarded a zero mark and noted as a non-attempt.

Where a student is awarded zero marks due to failure to complete Assessment Tasks totaling more than 50% of the final course Assessment Mark, the Principal will certify that the course has not been satisfactorily completed. The 'N' Award process is adhered to and The Preliminary Record of Achievement or HSC will not report those courses in which Assessment requirements have not been met.

14.6 Requests for Extension

Requests for an extension of time to submit or complete an Assessment Task should be made in writing and supported by a doctor's certificate (if applicable). Such requests will be considered by the class teacher, Head Teachers and Year Advisor.

Requests for an extension of time to submit or complete an Assessment Task for reasons other than medical should be made in writing and signed by parents/guardians, where applicable and an "Application for Illness/Misadventure/Extension" (Form A). Such a request will be considered by the class teacher, Head Teachers, and Year Advisor. Requests for extension of time must be made at least 24 hours prior to the due date of the task.

14.7 Dishonesty, Malpractice (cheating), Breach of Examination and Assessment Rules

It is expected that all work submitted by a student as part of an Assessment will be a result of their own honest effort and will not be as a result of malpractice or breach of the school's and NESAs Examination and Assessment Rules.

Where it is alleged that a student has been dishonest and has breached the rules a report will be written by the supervising teacher for review by a panel of the Deputy Principal, Year Advisor and a Head Teacher from a different faculty. The student and their parent will be invited to meet with the panel to discuss the allegation of malpractice. In cases where a student has been found to have engaged in malpractice, a penalty will be recommended by the panel to the Principal. This penalty may range from a percentage reduction in marks to a zero mark and a recording of non-completion of that Assessment Task. The Principal will then make a final decision on the penalty to be given. Where it has been determined that a student has breached the Examination and Assessment Rules, they will be required to complete *All My Own Work* again.

14.8 Illness/Misadventure

Where a student's performance in an Assessment Task is affected by a valid illness/misadventure preventing presentation of part or the entire task, the student should complete an "Application for Illness/Misadventure/Extension" (FORM A).

In general, a valid misadventure is a situation that is unpredictable and out of the control of the student. Supporting documentation such as a Doctor's Certificate or Statutory Declaration should be attached to the 'Application for Illness/Misadventure/Extension' where applicable.

An appeal for consideration of misadventure should be submitted to the class teacher, who will consult with the Head Teacher and Principal, within two days of returning to school. If the appeal is upheld, the student may be awarded a mark based on the original task, a substitute task or in exceptional circumstances an estimate based on other evidence.

If you are going to be away on the day an in-class Assessment Task is due, then a phone call to the office would be appropriate and written notification to the school explaining your absence is also required.

Students should note that loss of work through computer or electronic malfunction does not constitute a valid misadventure. Students who submit work electronically should submit a hard copy as well. Students should use standard back-up procedures.

14.9 Use of Assignments in More than One Course

It is not acceptable to submit the same assignment for more than one course. Common material and resources may be used to develop assignments for more than one course. Since the course outcomes are different in each subject, the assignments set in different courses are expected to be substantially different. Breach of this rule will be deemed as malpractice.

14.10 Mobile Phones in Examinations

Mobile phones or other electronic communication devices must not be taken into examination rooms, including any in-class tests or Assessment Tasks. Students found to be in breach of this rule will be penalised for all or part marks as determined by the teacher and Head Teacher.

14.11 Examination rules

The expectations of students performing examinations is as follows:

- Enter room silently.
- Always follow teacher instructions.
- Make a serious attempt for the duration of the examination period.
- Do not talk or attempt communication with other students in the room.

Students in breach of these expectations will be penalised for all or part marks as determined by the teacher and

Head Teacher. In some cases, students may be required to resit part or all of the examination paper.

15. TIMING OF ASSESSMENT TASKS

The timing of Assessment Tasks for each course will be as stated in this Assessment Schedule. Assessment for Preliminary courses will finish by the end of Term 1. HSC assessment begins in Term 2 and will be completed by the end of Term 3.

Two school weeks' notice will be given for the due date of an Assessment Task. Dates, once set, will not be changed unless circumstances are exceptional. After the assessment notification has been given to students, any changes must be approved by the Deputy Principal.

16. RIGHTS AND RESPONSIBILITIES OF STUDENTS AND PARENTS

16.1 General Responsibilities

This school recognises the right of students and parents to have:

- Access to both general Assessment information and to specific information regarding progress in a course of study, including progressive and final Rank Order (or position in course).
- Knowledge of procedures for 'N' Determination Warnings, Appeals and Assessment Review.
- Students are expected to attend the school's Preliminary and HSC Assessment Information session, to keep a copy of the Preliminary and HSC Assessment Policy Booklet, and to be familiar with Preliminary and HSC Assessment Policy and procedures. Lack of familiarity with Assessment Policy will not be accepted as grounds for appeal in cases of penalty due to breach of policy.

The following website provides useful information for HSC students. Students have a hard copy of the *Higher School Certificate Rules and Procedures guide*.

https://studentsonline.NESA.nsw.edu.au/go/seniorstudy/hsc_rules_and_procedures/

- If a student knows in advance that he/she will be absent from school for any reason it is their responsibility to find out from teachers any tasks due to be set during the period of absence. (This includes absence from class due to participation in sporting visits, excursions, work placement or other school programs.)
- If a student is unexpectedly absent, it is their responsibility, on the first day back at school to check with their teachers to determine if any assessments, including tasks, were set during their absence.
- Students must present their own work in each task and make a genuine and honest attempt.
- Students should present Assessment Tasks by the period it is due, on the due date, to the relevant class teacher OR follow the procedures for Application for Extension prior to the due date.
- Students should complete all preparatory, draft or practice tasks. Failure to do so could adversely affect performance in examinations and in Assessment Tasks. This, in turn, may affect final Assessment Rank Order.
- Students should comply with the teacher's instructions during an Assessment Task. Students who do not comply or who are dishonest in any way may receive either a zero mark or non - attempt for the Assessment Task.
- Students should not absent themselves from normal school lessons on or before an Assessment Task due date in order to complete the task. Unexplained absence may lead to a penalty for malpractice/breach of Examination and Assessment Rules.

A student under school suspension has the responsibility to arrange for the collection of cover sheets for Assessment Tasks set during that period. All tasks must still be submitted on time. Suitable arrangements should be made with the class teacher for the completion of in-class tasks which are scheduled during their suspension. Suspensions should not be regarded by students as a reason for seeking the deferment of Assessment Tasks.

16.2 Homework and Assignments

Homework and assignments are set during the course to consolidate learning and to practice skills. Although these tasks may not be formal Assessment Tasks, they are important for effective learning. Failure to complete set tasks may constitute unsatisfactory progress and non-completion of course requirements.

16.3 Attendance

Students whose attendance is called into question will be required to prove to the Principal's satisfaction that they are meeting the course criteria. Attendance is constantly monitored on the school's computer system. Students are responsible for catching up on missed work and completing assessments. Students are also able to apply for an extension supported by a doctor's certificate or Statutory Declaration.

17. SCHOOL AND TEACHER RESPONSIBILITIES

The welfare and equitable achievement of students has been the prime concern in establishing an Assessment policy for Coleambally Central School. The school and its staff will undertake to ensure that:

- Staff, students and parents are briefed annually on this policy (at the commencement of the Preliminary courses).
- Students are given at least 2 weeks' notice in writing of Assessment Tasks and their relative weighting.
- Assessment Tasks will not consume excessive time. A page limit or word limit may be given for written tasks. However, note that some subjects include major projects as a significant part of their assessment. These projects will often take a number of months to complete.
- Assessment Tasks are coordinated through a grid to avoid excessive demands on students.
- Assessment Tasks are planned so that they do not interfere with student preparation for formal examinations.
- The Year Advisor, Head Teacher, Deputy Principal and/or Principal will coordinate Assessment Task schedules.
- Documentation of appeals are maintained on file at the school.
- 'N' Determination Warning letters are lodged with the office for processing and are mailed through the office. The office staff will take a copy of the letter which will be kept in the student's file.

18. VET ASSESSMENT

Vocational Education and Training (VET) courses focus on the achievement of workplace competencies. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for AQF Certification is competency based. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors.

Assessment of competencies is judged against a prescribed industry standard.

Some forms of assessment will be on-going. Evidence of competence will be gathered on an on-going basis. Other evidence will be collected through specific Assessment Tasks and events such as projects and assignments, written and practical tests and role plays and simulations.

Work placement -work placement is a mandatory requirement for each course within the VET framework. Indicative (70) hours must be met (over the 240-hour course). Work placement must be completed. Failure to complete work placement will render the student ineligible for an award of HSC in this course.

19. AURORA COLLEGE and DISTANCE EDUCATION

Students undertaking studies delivered by Aurora College and Distance Education will be issued a separate assessment information booklet directly by their institution. It is the student's responsibility to ensure they adhere to the assessment timeline and submit tasks on time.

20. ASSESSMENT TIMETABLE 2023/2024

	Agriculture	Ancient History	Chemistry	English Advanced	Mathematics Standard 2	Textiles & Design
2023						
T4 W8						
T4 W9						
T4 W10						
2024						
T1 W1						
T1 W2						
T1 W3						
T1 W4						
T1 W5						
T1 W6						
T1 W7						
T1 W8						
T1 W9						
T1 W10	Year 11 - Preliminary Course Examinations					
T1 W11						
T2 W1						
T2 W2						
T2 W3						
T2 W4						
T2 W5						
T2 W6						
T2 W7						
T2 W8						
T2 W9						
T2 W10						
T3 W1						
T3 W2						
T3 W3						
T3 W4						
T3 W5						
T3 W6						
T3 W7	Trial Examinations					
T3 W8						

21. APPENDIX FORMS

Copies of these forms are available at the front office or from the Deputy Principal.

- A. **(FORM A)** APPLICATION FOR ILLNESS/MISADVENTURE/EXTENSION
- B. **(FORM B)** ASSESSMENT APPEAL
- C. GLOSSARY OF KEY TERMS
- D. SAMPLE ASSESSMENT TASK NOTIFICATION SHEET



ILLNESS/MISADVENTURE/EXTENSION REQUEST FORM

Date:

Name: Year:

Subject: Teacher:

Assessment Task No: Due Date: Assessment Weighting:

Are you seeking special consideration for: **(please circle)**

Illness	Misadventure	Genuine reason for extension
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Description of Assessment Task Concerned:

Name of Document(s) Attached:

I wish to apply for an illness/misadventure/extension, based on consideration of the following factors which may affect my performance in this Assessment Task. (Documentary evidence must be provided, except in exceptional circumstances.)

.....

.....

.....

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student Signature: Date:

Parent/Carer Signature: Date:

Recommendation of Teacher/Head Teacher:

.....

.....

Signature Head Teacher: Date:

Final Decision:

.....

.....

Signature Principal/Deputy Principal: Date:



ASSESSMENT APPEAL

Date:

Name: Year:

Subject: Teacher:

Assessment Task Number: Date Due: Assessment Weighting:

Mark: Rank:

I wish to appeal on the following grounds: (Please staple any documentary evidence to this form, including Assessment Task Coversheet, your submitted task, marking guidelines.)

.....
.....
.....
.....
.....

I have read the assessment policy booklet and ensured that the grounds for appeal are consistent with that policy.

Student Signature: Date:

Parent Signature: Date:

Recommendation of Assessment Committee

The above appeal has been considered by the Assessment Committee with the following result:

.....
.....
.....
.....
.....

Principal/Deputy Principal: Date:

NESA GLOSSARY OF WORDS

This glossary contains key words that appear frequently in NESA syllabuses, performance descriptions and examinations.

The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain keywords are used similarly in examination questions across the different subjects they are studying.

In classrooms, teachers of different subjects could use the glossary to help students to better understand what the examination questions in their subject require. Students should recognise the consistent approach of teachers of different subjects and get cues about how to approach examination questions.

For example, students would be better placed to respond to 'explain' questions if, in the context of different subjects, they developed an understanding that 'explain' could require them to relate cause and effect; make the relationships between things evident; provide why and/or how.

It is also important that the key words should not be interpreted in an overly prescriptive way. Teachers must ensure that they do not use them in ways that conflict with their particular meaning within subjects. To do this would be counterproductive. A term like 'evaluate', for example, requires a different kind of response in Mathematics from that required in History and this needs to be respected.

When using key words to construct questions, tasks and marking schemes, it is helpful to ask what the use of the term in a particular question requires students to do.

Keywords are best discussed with students in the context of questions and tasks they are working on, rather than in isolation.

It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how' or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transaction
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite.
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.

Demonstrate	Show by example.
Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how.
Extract	Choose relevant and/or appropriate details.
Extrapolate	Infer from what is known.
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

ASSESSMENT TASK NOTIFICATION



Assessment Task Notification

Year:

Course:

Title:

Task No:

Date due:

Weighting:

Outcomes to
be assessed:

Description of
the task:

Method of
submission:

Method of
Feedback:

Name: _____

2023/2024 INDIVIDUAL STAGE 6 ASSESSMENT SCHEDULES

- **Agriculture (Preliminary & HSC)**
- **Ancient History (Year 11 & Year 12)**
- **Chemistry (Year 11 & Year 12)**
- **English Advanced (Year 11 & Year 12)**
- **Mathematics Standard 2 (Year 11 & Year 12)**
- **Textiles and Design (Preliminary & HSC)**

Preliminary Agriculture

Year 11 2 Unit 2023/2024					
Task Number	Task 1	Task 2	Task 3		
Nature of Task	Farm Case Study	Animal Nutrition Feed Trial	Preliminary Examination		
Timing	Week 10 Term 4	Week 5 Term 1	Week 10 Term 1		
Outcomes Assessed	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P5.1	P2.2, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1		
Component	Weighting %			Total %	
Knowledge and understanding of course content	10	10	20	40	
Knowledge, understanding and skills required to manage agricultural production systems	20	10	10	40	
Skills in effective research, experimentation and communication	0	15	5	20	
Total %	30%	35%	35%	100%	

Higher School Certificate Agriculture

HSC 2 Unit 2023/2024					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Farm Product Study: Oral Presentation	Elective Research: Paper Analysis	Plant Production: Practical Test	Trial HSC Examination	
Timing	Week 6 Term 2	Week 10 Term 2	Week 6 Term 3	Week 7 Term 3	
Outcomes Assessed	H3.1, H3.2, H3.3, H3.4, H5.1	H4.1	H1.1, H2.1, H4.1	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	
Component	Weighting %				Total %
Knowledge and understanding of course content	5	10	5	20	40
Knowledge, understanding and skills required to manage agricultural production systems	15	5	10	10	40
Skills in effective research, experimentation and communication	-	15	5	-	20
Total %	20%	30%	20%	30%	100%

Year 11 Ancient History

Year 11 2 Unit 2023/2024				
Task Number	Task 1	Task 2	Task 3	
Nature of Task	Source Analysis Investigating Ancient History	Research and Essay Historical Investigation	Examination	
Timing	Week 3 Term 1	Week 9 Term 1	Week 10 Term 1	
Outcomes Assessed	AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	
Component	Weighting %			Total %
Knowledge and understanding of course content	20	20	-	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10	-	20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	40	20	40	100

Year 12 Ancient History

HSC 2 Unit 2024					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Research and Presentation Cities of Vesuvius – Pompeii and Herculaneum	Source Analysis and Response Ancient Societies	Historical Analysis Essay Historical Period	Trial Examination	
Timing	Week 5 Term 2	Week 10 Term 2	Week 4 Term 3	Week 7 Term 3	
Outcomes Assessed	AH12-5, AH12-6, AH12-7, AH12-8, AH12-10	AH12-5, AH12-6, AH12-7, AH12-9	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-7, AH12-9	
Component	Weighting %				Total %
Knowledge and understanding of course content	5	5	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	10	5	5	-	20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	25	20	25	30	100

Year 11 Chemistry

Year 11 2 Unit 2023/2024				
Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Depth Study Modelling Task Module 1	Depth Study Research/Practical Task Module 2	Yearly Examination	
Timing	Week 8 Term 4	Week 2 Term 1	Week 10 Term 1	
Outcomes Assessed	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4 CH11/12-7, CH11-8	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-7, CH11-9	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11- 9, CH11-10, CH11-11	
Component	Weighting %			Total %
Skills in Working Scientifically	15	25	20	60
Knowledge and understanding	10	10	20	40
Total %	25	35	40	100

Year 12 Chemistry

Year 12 2 Unit 2024					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Research Task	Titration Practical	Depth Study Field Report	Trial HSC Examination	
Timing	Week 5 Term 2	Week 9 Term 2	Week 4 Term 3	Week 7 Term 3	
Outcomes Assessed	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6 CH11/12-7, CH12-1	CH11/12-2, CH11/12-3, CH11/12-5, CH12- 13	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12- 12, CH12-13 CH12- 14	
Component	Weighting %				Total %
Skills in Working Scientifically	10	15	20	15	60
Knowledge and understanding	10	5	15	10	40
Total %	20	20	35	25	100

Year 11 English Advanced

Year 11 2 Unit 2023/2024					
Task Number	Task 1	Task 2	Task 3		
Nature of tasks	Reading to Write <i>Writing Portfolio</i>	Narratives that Shape Our World <i>Multimodal Task</i>	All topics <i>Critical Responses in Examination</i>		
Timing	Week 10 Term 4, 2023	Week 6 Term 1, 2024	Week 10 Term 1, 2024		
Outcomes Assessed	ENA11-1, ENA11-3, ENA11-5, ENA11-9	ENA11-2, ENA11-4, ENA11-7, ENA11-8	ENA11-1, ENA11-3, ENA11-5, ENA11-6		
Component	Weighting %			Total %	
Knowledge and understanding of course content	15	20	15	50	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50	
Total %	30	40	30	100	

Year 12 English Advanced

HSC 2 Unit 2024					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Common Module <i>Multimodal Task</i>	Module C <i>Writing and Reflecting Task</i>	Module A <i>Comparative Extended Response</i>	All topics - modified Module B <i>Trial HSC Examination</i>	
Timing	Week 5 Term 2	Week 10 Term 2	Week 4 Term 3	Week 7 Term 3	
Outcomes Assessed	ENA12-1, ENA12-2, ENA12-3 ENA1-6, ENA12-7	ENA12-2, ENA12-3, ENA12-4, ENA12-5, ENA12-9	ENA121, ENA12-3, ENA12-5, ENA12-6, ENA12-8	ENA12-3, ENA12-4, ENA12-5, ENA12-6, ENA12-8	
Component	Weighting %				Total %
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100

Year 11 Mathematics Standard 2

Year 11 2 Unit 2023/2024					
Task Number	Task 1	Task 2	Task 3		
Nature of tasks	Investigation	Question Bank	Examination		
Timing	Week 3 Term 1	Week 7 Term 1	Week 10 Term 1		
Outcomes Assessed	MS11-3, MS11-4, MS11-9, MS11-10	MS11-1, MS11-2, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10		
Component	Weighting %			Total %	
Understanding, Fluency and Communicating	15	15	20	50	
Problem Solving, Reasoning and Justification	15	15	20	50	
Total %	30	30	40	100	

Year 12 Mathematics Standard 2

HSC 2 Unit 2024					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	Topic Test	Investigation	Question Bank	Trial Examination	
Timing	Week 3 Term 2	Week 10 Term 2	Week 3 Term 3	Week 7 Term 3	
Outcomes Assessed	MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, 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, MS1-12-9, MS1-12-10	
Component	Weighting %				Total %
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	30	20	30	100

Preliminary Textiles and Design

Year 11 2 Unit 2023/2024					
Task Number	Task 1	Task 2	Task 3		
Nature of Task	Project 1 Product and Portfolio	Project 2 Product, Communication, and Portfolio	Preliminary Examination		
Timing	Week 2 Term 1	Week 8 Term 1	Week 10 Term 1		
Outcomes Assessed	P2.1, P2.2, P2.3, P3.2	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1		
Component	Weighting %			Total %	
Knowledge and understanding of course content	10	10	30	50	
Skills and knowledge in design, manufacture, and management of textile projects	20	30	-	50	
Total %	30	40	30	100	

Higher School Certificate Textiles and Design

HSC 2 Unit 2024					
Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Tasks	MTP Design & Planning Presentation	MTP Investigation and Experimentation Report	Contemporary Designer Case Study	Trial Examination	
Timing	Week 2 Term 2	Week 8 Term 2	Week 2 Term 3	Week 7 Term 3	
Outcomes Assessed	H1.1, H1.2, H2.1, H2.3, H4.2	H1.1, H1.3, H2.2, H3.1, H4.1, H4.2	H5.1, H5.2, H6.1	H1.3, H3.1, H3.2, H4.1, H5.2, H6.1	
Component	Weighting %				Total %
Knowledge and understanding of course content	-	-	20	30	50
Skills and knowledge in the design, manufacture, and management of a major textile project	20	30	-	-	50
Total %	20	30	20	30	100