

YEAR 12 ASSESSMENT SCHEDULE 2023-2024



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SUBJECT GROUPS AND ASSESSMENT OVERVIEW

GROUP A:	Drama	Business Studies
	PDHPE	Industrial Tech (Timber)
	Ancient History	Investigating Science
GROUP B:	Mathematics Advanced	Food Technology
	Mathematics Standard	Geography
	Mathematics Numeracy	Modern History
	Work Studies	Primary Industries
GROUP C:	Chemistry	Biology
	Visual Arts	Legal Studies
	Sports Coaching 3	Science Extension
GROUP D:	Earth and Environmental Science	English Standard
	English Advanced	English Studies
GROUP E:	Community and Family Studies	Physics
	Languages - Beginners	Mathematics Extension
	Music	Sport Lifestyle and Recreation

TERM FOUR 2023			
WEEKS	DATES	GROUPS	EXCLUDING
1	9/10-13/10 2023		
2	16/10-20/10 2023		
3	23/10-27/10 2023		
4	30/10-3/11 2023		
5	6/11-10/11 2023		
6	13/11-17/11 2023	A	
7	20/11-24/11 2023	B	
8	27/11-1/12 2023	C	Visual Arts
9	4/12-8/12 2023	D	
10	11/12-15/12 2023	E	
11	18/12-19/12 2023		All students

TERM ONE 2024			
WEEKS	DATES	GROUPS	EXCLUDING
1	29/1-2/2 2024		Sports Coaching Cert 3 - Ongoing
2	5/2-9/2 2024	Visual Arts	
3	12/2-16/2 2024		
4	19/2-23/2 2024		
5	26/2-1/3 2024		
6	4/3-8/3024		Manufacturing and Engineering placement
7	11/3-15/3 2024	A	
8	18/3-22/3 2024	B	
9	25/3-29/3 2024		Moreton Island
10	1/4-5/4 2024	D	
11	8/4-12/4 2024	C	

TERM TWO 2024			
WEEKS	DATES	GROUPS	EXCLUDING
1	29/4-3/5 2024	E	Sports Coaching Cert 3 - Ongoing
2	6/5-10/5 2024		
3	13/5-17/5 2024		
4	20/5-24/5 2024		Hospitality, Primary Industries and Construction placement
5	27/5-31/5 2024		Primary Industries placement
6	3/6-7/6 2024	A	
7	10/6-14/6 2024	B	
8	17/6-21/6 2024	C	
9	24/6-28/6 2024	D	
10	1/7-5/7 2024	E	

TERM THREE 2024			
WEEKS	DATES	GROUPS	EXCLUDING
1	22/7-26/7 2024		Sports Coaching Cert 3 - Ongoing
2	29/7-2/7 2024		
3	5/8-9/8 2024		
4	12/8-16/8 2024		Trial examinations
5	19/8-23/8 2024		Trial examinations
6	26/8-30/8 2024		
7	2/9-6/9 2024		
8	9/9-13/9 2024		
9	16/9-20/9 2024		
10	23/9-27/9 2024		Farewell week

CONTACT LIST

If all is going well and you would like us to know or you have a concern and would like to deal with it before it becomes a major issue, the following provides an outline of points of contact.

Mrs Raquel Mercy (English) Mr Riley Elvery (Mathematics)	English Mathematics
Mr Andrew Ford (Science)	Biology Physics Chemistry Primary Industries Earth and Environmental Science Investigating Science Science Extension
Mrs Liza Hamilton (Humanities/LOTE)	Aboriginal Studies Geography Legal Studies Ancient History Business Studies Modern History
Mrs Nicole Smith (PDHPE)	Sports Lifestyle and Recreation Studies Community and Family Studies Sport Coaching Work Studies
Mrs Donna Watts (Relieving Special Education)	Special Provisions Life Skills
Mrs Katrina Rose (Relieving TAS)	Construction Metals and Engineering Hospitality Industrial Technology (Timber) Food Technology
Mrs Melissa O'Neill (Relieving CAPA)	Music Visual Art Photography Video & Digital Imaging Drama
Mr Daniel Kelly (Relieving Administration/IT)	Administration NESA
Mrs Tania Kane (Wellbeing)	Attendance Welfare concerns
<ul style="list-style-type: none">▪ Careers Adviser▪ Year Adviser▪ Distance Education Co-ordinator▪ TAFE Co-ordinator Careers▪ Deputy Principals▪ School Counsellor▪ School Support Officer (SSO)▪ Principal	Miss Danielle Fisher Mrs Krystle Jurd Ms Bruna Doma Miss Danielle Fisher Mrs Anna Carle, Mrs Carla Taylor Mr Andrew Allen, Mrs Tay Cone Ms Anna Bennetts Mr James Witchard

Requirements for the Higher School Certificate Record of Achievement

CREDENTIALS

The Higher School Certificate is awarded to students who have satisfactorily completed the HSC Course. A Record of Achievement will show an examination mark, an assessment mark, a HSC mark and a performance band of each HSC course.

The Higher School Certificate Record of Achievement is a cumulative record of Year 11 and HSC courses satisfactorily completed. For successful completion of the Higher School Certificate, students need to:

- satisfactorily complete courses which comprise the pattern of study required by NESA
- sit for and make a serious attempt at the requisite examinations

SATISFACTORY COMPLETION OF A COURSE

Course Completion Criteria

A student will be considered to have satisfactorily completed a course if in the Principal's view, there is sufficient evidence that the student has:

1. Followed the course developed or endorsed by NESA - this means that students must attend classes, do the work set by the teacher, study the topics contained in the syllabus, hand in the work required including assessment and non-assessment tasks.
2. Applied themselves with diligence and sustained effort - this means that students must work consistently and demonstrate to their teacher that they have made sufficient effort throughout the course.
3. Achieved some or all of the course outcomes - this means actually doing the work, handing in the assignments and class work and being able to show that students have learnt something about the subject by achieving good marks.

N AWARD

If at any time it appears that a student is at risk of being given an "N" (Non-completion) determination in any course, the Principal must warn the student as soon as possible and advise the parent or caregiver in writing. This warning should be given in time for the problem to be corrected.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply for the "N" determination.

Students who have received an "N" determination have a right of appeal.

Students need to satisfactorily complete all courses by achieving all three indicators in every subject. If students are not committed to this, they may not receive their HSC. The key issues in this section are attendance and effort.

HIGHER SCHOOL CERTIFICATE (HSC) COURSES

Students studying a HSC course must make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of the available marks. If a student's attempt at a particular task scored zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. It is emphasised that completion of tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 per cent must be attempted. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed. In addition, students studying the HSC course must sit for and make a genuine attempt at the requisite examination(s).

Until a student presenting for the Higher School Certificate has satisfactorily completed courses which satisfy NESA's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

IMPORTANT

Satisfactory completion of a course is largely determined by the student's application in the total range of set tasks and experiences in that course. The formal assessment tasks are only some of the assigned tasks.

HSC ASSESSMENT POLICY

When students receive their Higher School Certificate from NESA it will have on it two separate marks for each course studied. There will be a scaled examination mark and a school assessment mark moderated against the examination performance.

A ranking called the Australian Tertiary Admissions Rank (ATAR) is separately provided to eligible students from UAC (University Admission Centre). This is required for university entry.

This HSC Assessment Policy document outlines the general principles, purposes and rules of the Assessment Schedule and specific course requirements. It is important that it be read and understood.

Parents/Caregivers are encouraged to contact the school and discuss any part of this document or their son/daughter's progress.

What is Assessed?

Assessment is the means by which a school determines the overall performance and rank order of students in each course studied for the HSC. Towards the end of the HSC year, around September, the school will provide the NESA with an assessment mark which is a measure of each student's performance related to all other students in each course. This mark is based on set assessment tasks.

These assessment tasks are part of the total range of set tasks and experiences provided in each course.

The Assessment will cover all syllabus objectives other than those relating to the development of subjective values, attitudes and interests. It will include the content and objectives currently measured by the external examination as well as others which are inappropriate for testing at such an examination.

Assessment tasks may consist of essays, tests, practical work, field work, oral presentations and similar appropriate items to improve the overall measurement of student performance in each course.

Schools are required to provide assessment for both Board Developed Courses and Board Endorsed Courses.

Information to Students

The school will provide assessment information so that each student should know:

- What is to be assessed
- How it will be assessed
- When it will be assessed
- The relative value of each task
- The outcomes that will be covered

Detailed information relating to assessment tasks in each course will be given to students by the subject faculty concerned. Assessment schedules for all Board Courses for the HSC are set out at the end of this policy statement. The schedule indicates the number and broad nature of tasks set, the method of assessment and the relative value of each task.

Assessment at Maclean High School

Maclean High School has developed an assessment program for all the courses offered other than vocational and TAFE delivered courses. Since subjects are different, there is a significant variation in the type, number and technique of assessment exercises in each. Faculties in the school have developed assessment policies incorporating all courses within their responsibility.

Assessment schedules for Board Endorsed Courses are included.

Assessment Guidelines

The Assessment Process will commence after the HSC Course commences and will finish at the Trial HSC. As a number of subject areas will commence the HSC course in Term 4 of Year 11, this will be the earliest time that a formal assessment task can be given.

An assessment calendar is included in this booklet.

The Trial HSC examination will normally be preceded by a non-assessment period of two weeks. The Principal reserves the right to vary this arrangement if teaching programs have been disrupted.

NESA expects students to undertake all assessment tasks. Tasks not submitted on the due date may result in a zero mark and be noted as a “non-attempt”. In the case of significant illness or misadventure, students must complete an Illness/Misadventure Appeal form and submit to the appropriate Head Teacher for consideration.

Staff will give a minimum of two weeks notice of the details of a task. When a student is absent from school it is their responsibility to determine what work has been missed and any other information, such as task notifications, and complete them as required. Zero marks will be awarded for any late or non-completion of an assessment task.

Students may appeal the zero mark awarded by completing an Illness/Misadventure Appeal form. If no appeal is made by the student, then both student and parent will be informed in writing via a Warning Letter. The task will still have to be completed to resolve this warning letter.

If a result of a task has been affected, for example by illness, the student must complete the Illness/Misadventure Appeal form. This needs to be supported by documentary evidence, such as a medical certificate and submitted to the appropriate Head Teacher for consideration.

Refusal to complete a task, and/or cheating, and/or plagiarism and/or the submission of artificial intelligence generated submissions will result in zero. Students must comply with the content of ‘All my own work’.

All students are expected to act with honesty, trust, fairness, respect and responsibility. When zero marks (non-attempts) are obtained for the equivalent of more than 50% of the total assessment mark in a course, the Principal will certify that the course has not been satisfactorily studied. Cheating may include, but is not limited to:

- Collusion: Unauthorised collaboration in preparation or presentation of work including knowingly allowing a student’s own work to be copied by others.
- Fabricating or falsifying information: intentional creation, and unauthorised alteration, of any information or citation. For example, the use of artificial intelligence platforms (such as Generative Pre-trained Transformers – GPTs) to fabricate information.
- Generative artificial intelligence (AI) refers to a category of AI models and systems that are designed to generate new content, such as text, images, music, or videos, that resembles human-created content.

- **Plagiarism:** Submitting work that is not a student's own without acknowledging, citing or referencing the original source of the work. It does not matter whether this is accidental or on purpose, whether the words are changed to make them the student's own (e.g. use of text spinners and paraphrasing tools) or simply copy and paste.
- **Recycling or resubmitting work:** Submitting (or resubmitting) work that has already been assessed, without the teacher's permission.

Formal applications for extensions of time on tasks must be made **BEFORE** the day of the task in writing to the classroom teacher. Documentation will then be held by the Head Teacher.

When a student is absent from an examination a medical certificate or other documentation must be provided to the appropriate Head Teacher or Deputy Principal immediately upon the student's return to school. The examination will be rescheduled within two days of the student's return or under exceptional circumstances at the discretion of the Principal.

Students are required to attend all lessons prior to the allocated assessment task period on the day of the assessment task unless they have received prior permission from the Deputy Principal OR the Principal. Failure to follow this procedure will incur a zero penalty.

When a student is absent on the day that an assessment task is to be submitted (e.g. research work, field work report, particular task, etc) and the work cannot be brought to school by another person, the student immediately upon return to school must submit:

- An Illness/Misadventure Appeal Form
- A medical certificate or other documentation to the Faculty Head Teacher
- The assigned work personally to the class teacher

If appropriate, parents may be notified of missed assessment task(s).

- When a student is late to class for an assessment task they will be allowed to enter the room and attempt the task. No extension of time will be allowed.
- In the event of a prolonged absence, consultation shall take place between student, teacher, Head Teacher and Deputy Principal to determine an acceptable assessment strategy.
- Parallel classes are to have parallel tasks and parallel marking.

It is important that students do the best they can in all assessment tasks to give them the best possible result in their HSC Course. Students must make a commitment to complete all tasks to the best of their ability and to hand in all assessment tasks on time. Students must submit their own work.

Oral Tasks

Where a student has an oral presentation within their assessment schedule, the following rules will apply: A student must be present at the first lesson that the task is scheduled. The normal rules of absence will apply. Students will be named at random for completion of the task. If the task continues for more than one lesson, names will be drawn at random. If a student is absent and their name is drawn then the student will receive a zero mark, unless normal absentee rules are applied.

Disruption to Tasks

In the event of industrial stoppages, evacuations or any other occurrence that prevent an assessable task being completed on any particular day, that task will be scheduled for the next available timetabled lesson in that subject.

Assessment tasks are an integral part of the HSC Course and the following procedure is to be followed in order to minimise the possibility of a student being awarded a zero mark for non-submission of a task by the due date.

- Students who know in advance that they will be absent on the day of an assessment task, must approach their classroom teacher before the scheduled date and submit the Illness/Misadventure Appeal form. Students who transfer from another school during the assessment period will be ranked using available tasks completed at Maclean High School.
- In the event of a flood, wherever possible, students must check their emails so that any work posted by their teachers can be accessed and completed.

Completion of tasks that do not count for Assessment

Work done in class may not be directly related to assessment tasks. Students are reminded that class work and assignments that are not HSC assessment tasks need to be completed. All class work and tasks are important because they relate to syllabus content and to the students' full understanding of the course. As always, work set by teachers can and will be used in the final HSC examination.

It is the responsibility of each student to complete all class work, assignments, revision and research in addition to HSC assessment tasks.

Assessment of Vocational Education (VET) Courses

Assessment of vocational education courses is often completed in practical classes. Competencies are assessed as either "competent" or "not yet competent"

Students have the right to have an appeal dealt with confidentiality, fairly and promptly.

Students have the right to lodge an appeal against the assessment of a competency on the following grounds.

- The assessment process did not provide students with a fair and reasonable opportunity to demonstrate their competency. Students were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way
- Students were ill at the time of assessment (must be supported by a medical certificate) Reporting Assessments

After each task, students will be advised of the mark and rank for that task.

At designated periods, reports sent to parents/caregivers will indicate for each course the performance of the student in the class or group and a cumulative rank for assessment.

Students upon request will be informed of their final rank order in each course after the last HSC examination paper is completed.

Final Assessment Marks as determined by the school and forwarded to the NESA will not be available to students at any stage as these are moderated following the HSC examination.

Repeating a Course

A candidate may repeat one or more HSC courses but must do so within the five-year accumulation period.

Repeating students will be ranked, relative to the whole group of students, on common assessment tasks.

N.B. As students' work efforts may vary considerably throughout the HSC course, the final assessment rank may differ significantly from the ranking reported mid-course.

Malpractice by Students

If any student is detected committing an illegality in the preparation and submission of an assessment task, the Principal will investigate all circumstances. Examples of illegalities are: cheating during a test, copying another student's work or from online sources and claiming it as their own, falsifying an explanation when a task has been submitted late and disrupting a classroom in which an assessment task is being undertaken.

If it can be seen that collaboration has taken place, then both students will be regarded as having committed an illegality. The Principal will decide what mark, if any, will be awarded for that task.

Review: Right of Appeal

Students may request a review of their course ranking if they consider that their position in the school's order of merit is inconsistent with their expectations on the basis of performance in assessment tasks.

Reasonable grounds for appeal would include:

- Failure of the school's policy to conform with NESA's component weightings.
- Inclusion or exclusion of tasks causing a result incompatible with the school's stated assessment policy as given to students.
- Computational or clerical errors. Appeals must be supported by information which would lead the student to have an expectation of ranking significantly different from that awarded.

Requests for a review of marks gained for individual assessment tasks must be made to the class teacher at the time that the task is completed and marked.

A student may subsequently appeal to NESA for a further review but only on the grounds that the School Review Committee did not comply with the NESA's requirements.

School Reviews will be conducted immediately after the last examination paper and must be concluded before the end of November.

The Review Committee

The Review Committee shall consist of:

- The Principal or Deputy Principal
- The relevant subject Head Teacher
- One teacher, nominated by the relevant Head Teacher, who has been directly involved with the course, including the preparation of the assessment
- One teacher from another subject/department, nominated by the Principal

Detailed reasons to support the Review Committee's decision shall be given to all students seeking an assessment review.

Information on the HSC Results Notice

The following explanations should clarify for all students and parents the information which is printed on the Result Notice received by all students. NESA will notify schools of the actual dates of result notification and the school will inform the students.

What students will receive:

- The HSC Testamur (if all requirements are met)
- A record of Achievement, summarising results awarded in each course made up by Internal Assessment Mark (moderated) and External Assessment Mark.
- A course report for each Board Developed course (shows the internal assessment mark, the external examination mark and the averaged HSC mark on a performance scale)
- VET Credentials

Board Endorsed Courses

Board Endorsed Courses are not examined by the Board, and the results reported are the assessment marks submitted by schools and colleges. These marks are not moderated and cannot be compared with marks awarded in similar courses at other schools, or for Board Developed Courses. These courses have the symbols (***) in the space designed for the examination mark.

In the case of **Vocational Courses**, the statement Refer to Vocational Transcript will be printed. This document lists all the modules satisfactorily completed.

In the case of Vocational Course delivered by TAFE, the statement Refer to TAFE Transcript of Academic Records will be printed. This document lists all subjects successfully undertaken at TAFE.

In the case of competency-based courses, reference will be made to a competency statement listing the modules satisfactorily completed by the student.

School Uniform

Senior students are expected to wear full school uniform, as is every other student in the school.

All students at Maclean High School, including Year 12, need to be prepared to wear school uniform to school every day and on official school excursions, sporting visits and during examinations.

REPORTING ON STUDENT PROGRESS

Students attempting the HSC will be issued with a Half Yearly and Yearly Report.

The reports will include an exam mark, exam rank, current assessment mark and current assessment rank.

CHANGING YOUR PATTERN OF STUDY

After successfully completing Year 11 requirements, you may wish to consider a study pattern that consists of 10 units opposed to the 12 you completed in Year 11. Before this can happen, you will need to complete a minimum of six weeks study for all units. During this six week, you are expected to apply yourself with diligence and attempt all set tasks. To drop 2 units you will need to complete the following;

- See one of the Deputy Principals to obtain a light blue 'Dropping HSC Request Form'. All sections must be complete
- One returned to one of the Deputy Principals, you will be allocated an interview time to discuss the proposed change and the effect that it may have on your pattern of study (i.e. are you trying to finish Year 12 with a HSC or an ATAR?). They will also check that you have met the requirements for all Year 11 courses.
- You will be issued with a confirmation of entry form to sign and a new copy of your timetable.

ILLNESS/MISADVENTURE PROCEDURE

WHEN DO YOU NEED TO APPLY FOR ILLNESS/MISADVENTURE CONSIDERATIONS?

An illness-misadventure form is used when an assessment task is:

- Not submitted on time
- Submitted in-complete
- During extra-ordinary circumstances such as a planned absence

Where a student experiences a misadventure, they should approach the faculty Head Teacher to obtain an Illness-Misadventure Appeal form. This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

COMPLETING THE FORM

PART A: This section is to be completed by the student. Reasons for the Illness/Misadventure appeal must be documented in this section.

PART B: Relevant documentation (e.g. doctor's certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer. It is the student's responsibility to complete the Illness/Misadventure Appeal and return it to the relevant Head Teacher within **two school days** of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances.

Students cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time
- long-term illness unless they are suffering a flare-up of the condition
- during the examination or assessment period misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as participation in entertainment, work or sporting events, or
- attendance at examinations conducted by other institutions or organisations.
- illness once the assessment paper is opened during the reading time, or after the examination commences.

Special consideration for changes to the scheduled date must be made in writing, addressed to the appropriate Head Teacher or Deputy and well in advance of the event.

PART C: The Head Teacher will make a recommendation, including awarding a zero mark; giving the same task at a later date; setting an alternative task; giving an estimate; or other options as determined by the Head Teacher. The form is submitted to the Deputy Principal.

PART D: If the appeal is supported by the Head Teacher (within policy guidelines), the Deputy Principal may uphold the appeal. If the Deputy Principal dismisses the appeal, the Head Teacher will be advised. The Head Teacher informs the student of the outcome and of the option to request an Appeals Committee review.

PART E: The Appeals Committee shall be convened by the Principal or delegate, and include the Head Teacher of another faculty and the Year Adviser.

The committee may:

- uphold the appeal
- dismiss the appeal

The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.

All documents related to the appeal should be placed in the student's file.

ILLNESS-MISADVENTURE APPEAL / CHANGE OF DATE

Year 10 / Year 11 / HSC Assessment (Circle one)

PART A - TO BE COMPLETED BY STUDENT (Please return to the appropriate Head Teacher)

Name of Candidate:..... Date:.....

Course:

Assessment Task:

Due Date:

Class Teacher:

Reasons for failure to meet requirement: (Please outline your reasons)

.....

.....

PART B - DOCUMENTATION (Please attach evidence)

Statutory Declaration	Yes	No
Medical Certificate	Yes	No
Other Documentation	Yes	No

Parent/Guardian:.....

Date:.....

PART C – TO BE COMPLETED BY THE FACULTY

Suggested faculty details / actions

.....

.....

Head Teacher:.....

Date:.....

PART D – TO BE COMPLETED BY THE DEPUTY PRINCIPAL

- ☐ Illness/Misadventure application supported
- ☐ Illness/Misadventure application does not meet NESA and/or school policy and has not been supported

Deputy Principal:.....

Date:.....

PART E – TO BE COMPLETED BY THE PRINCIPAL OR DELIGATE HOSTING THE APPEALS COMMITTEE (only required if the appeal was not supported by the Deputy Principal)

Principal:.....Date:.....

Head Teacher:.....Date:.....

Year Adviser:.....Date:.....

- ☐ Illness/Misadventure application supported
- ☐ Illness/Misadventure application does not meet NESA and/or school policy and has not been supported

HSC ASSESSMENT POLICY ENGLISH FACULTY: ENGLISH ADVANCED

TASKS	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Common Module Texts and Human Experience <u>1984</u> Multimodal Presentation and Reflection on Process of development	Module A Textual Conversations <i>Richard III (S) and Looking for Richard (F)</i> Comparative essay	Module C The Craft of Writing Harrower and Harwood Creative and Discursive Writing with annotations	Trial HSC Examination Common Module 5% Module A 5% Module C 5% Mod B 15% T.S Eliot 30%	
OUTCOMES ASSESSED	EA 12-1, EA 12-2, EA 12-5, EA 12-9	EA 12-1, EA 12-3, EA 12-5, EA 12-6, EA 12-7, EA 12-8	EA 12-1, EA 12-2, EA 12-3, EA 12-4, EA 12-7, EA 12-9	EA 12-1, EA 12-3, EA 12-5, EA 12-6, EA 12-7, EA 12-8	
COMPONENTS					
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	15	10	10	15	50
Total %	25	25	20	30	100%

HSC ASSESSMENT POLICY ENGLISH FACULTY: ENGLISH EXTENSION 1

TASKS	Task 1	Task 2	Task 3	Weighting
Nature of task	Imaginative response and reflection	Critical response with related text	Trial HSC Examination	
OUTCOMES ASSESSED	EE 12-1, EE 12-3, EE 12-5	EE 12-1, EE 12-3, EE 12-4	EE 12-1, EE 12-2, EE 12-3, EE 12-4, EE 12-5	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total%	30	40	30	100%

HSC ASSESSMENT POLICY ENGLISH FACULTY: ENGLISH EXTENSION 2

TASKS	Task 1	Task 2	Task 3	Weighting
Nature of task	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
OUTCOMES ASSESSED	EEX 12-1, EEX 12-2, EEX 12-4	EEX 12-1, EEX 12-3, EEX 12-5	EEX 12-1, EEX 12-2, EE 12-5	
COMPONENTS				
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Total %	30	40	30	100%

HSC ASSESSMENT POLICY ENGLISH FACULTY: ENGLISH STANDARD

TASKS	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	COMMON MODULE Texts and Human Experience Multimodal Presentation and Reflection	MODULE A: Language, Culture & Identity Viewing & Representing Task with Extended Response	MODULE C: The Craft of Writing Imaginative, Persuasive or Discursive Text & Reflection	TRIAL HSC EXAMINATION Common Module 5% Module A 5% Module C 5% Mod B 15% Total 30%	
OUTCOMES ASSESSED	EN 12-1, EN 12-3, EN 12-5, EN 12-6, EN 12-7	EN 12-1, EN 12-3, EN 12-5, EN 12-7, EN 12-8, EN 12-9	EN 12-2, EN 12-3, EN 12-4 EN 12-5, EN 12-9	EN 12-1, EN 12-3, EN 12-5, EN 12-6, EN 12-7	
COMPONENTS					
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total %	25	20	25	30	100%

HSC ASSESSMENT POLICY ENGLISH FACULTY: ENGLISH STUDIES

TASKS	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Mandatory Common Module: Texts and Human Experiences Essay with related material	Module K The Big Screen Film Review	Trial HSC Examination	All Modules Collection of classwork from ALL Modules studied	
OUTCOMES ASSESSED	ES 12-1, ES 12-2, ES 12-5, ES 12-6, ES 12-7, ES 12-8, ES 12-9	ES 12-1, ES 12-3 ES 12-4, ES 12-6, ES 12-7, ES 12-10	ES 12-1, ES 12-2, ES 12-5, ES 12-6, ES 12-7, ES 12-8	ES 12-1, ES 12-3, ES 12-4, ES 12-6, ES 12-7, ES 12-10	
COMPONENTS					
Knowledge and understanding of course content	15	10	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 %	25	20	25	30	100%

HSC ASSESSMENT POLICY MATHEMATICS FACULTY: MATHEMATICS ADVANCED

TASKS	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Open Book Examination	Investigation	Project	Trial HSC Examination	
OUTCOMES ASSESSED	MA 12-1, MA 12-5, MA 12-9, MA 12-10	MA 12-1, MA 12-3, MA 12-6, MA 12-8, MA 12-9, MA 12-10	MA 12-1 : MA 12-10	MA 12-1 : MA12-10	
COMPONENTS					
Understanding Fluency Communication	10	10	15	15	50
Problem Solving Reasoning Justification	10	10	15	15	50
TOTAL%	20	20	30	30	100%

HSC ASSESSMENT POLICY MATHEMATICS FACULTY: MATHEMATICS EXTENSION 1

TASKS	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Investigation	Open Book Examination	Project	Trial HSC Examination	
OUTCOMES ASSESSED	ME 12-1, ME 12-2, ME 12-4, ME 12-6, ME 12-7	ME 12-1, ME 12-3, ME 12-6, ME 12-7	ME 12-1:ME12-7	ME 12-1:ME12-7	
COMPONENTS					
Understanding Fluency Communication	10	10	15	15	50
Problem Solving Reasoning Justification	10	10	15	15	50
TOTAL%	20	20	30	30	100%

HSC ASSESSMENT POLICY MATHEMATICS FACULTY: MATHEMATICS EXTENSION 2

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Open Book Examination	Investigation	Project	Trial HSC Examination	
OUTCOMES ASSESSED	MEX 12-1, MEX 12-4, MEX 12-7, MEX 12-8	MEX 12-1, MEX 12-2, MEX 12-7, MEX 12-8	MEX 12-1:MEX 12-8	MEX 12-1: MEX 12-8	
COMPONENTS					
Understanding Fluency Communication	10	10	15	15	50
Problem Solving Reasoning Justification	10	10	15	15	50
TOTAL%	20	20	30	30	100%

HSC ASSESSMENT POLICY MATHEMATICS FACULTY: MATHEMATICS STANDARD 1

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Open Book Task	Investigation Task	Assignment	Trial HSC Examination	
OUTCOMES ASSESSED	MS1-12-5 MS1-11-9, MS1-11-10	MS1-12-1, 2, 3, 4, 5, 6, 8, 9, 10	MS1-12-10 (all outcomes)	MS1-12-10 (all outcomes)	
COMPONENTS					
Understanding Fluency Communication	10	10	15	15	50
Problem Solving Reasoning Justification	10	10	15	15	50
TOTAL%	20	20	30	30	100%

HSC ASSESSMENT POLICY MATHEMATICS FACULTY: MATHEMATICS STANDARD 2

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Open Book Task	Investigation Task	Assignment	Trial HSC Examination	
OUTCOMES ASSESSED	MS2-12-5 MS1-11-9, MS2-11-10	MS2-12-1, 2, 3, 4, 5, 6, 8, 9, 10	MS2-12-10 (all outcomes)	MS2-12-10 (all outcomes)	
COMPONENTS					
Understanding Fluency Communication	10	10	15	15	50
Problem Solving Reasoning Justification	10	10	15	15	50
TOTAL%	20	20	30	30	100%

HSC ASSESSMENT POLICY SCIENCE FACULTY: BIOLOGY

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Module 7 Design, perform and report on a practical investigation	Module 8 Depth study. Research and report source evaluation and questioning	Module 5 Modelling, research, report & questioning	Modules 5-8 Trial HSC Examination	
OUTCOMES ASSESSED	BIO 12-1/2/3/4/5/7 BIO 12-14	BIO 12-1/4/5/6/7 BIO 12-13	BIO 12-4/5/6/7 BIO 12-12	BIO 12-1/2/3/4/5/6/7 BIO 12-12/13/14/15	
COMPONENTS					
Working scientifically	20	15	15	10	60
Knowledge and understanding	5	5	10	20	40
TOTAL%	25	20	25	30	100%

HSC ASSESSMENT POLICY SCIENCE FACULTY: CHEMISTRY

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Secondary Source Investigation	Performing and Reporting a First-Hand Investigation Depth Study	Research and Recall	Trial HSC Examination	
OUTCOMES ASSESSED	CH12-1/4/5/7/12	CH12-1/2/3/5/6/7/13	CH12-1/4/5/6/7/14	CH12-2/3/4/5/6/7/12/ 13/14/15	
COMPONENTS					
Working Scientifically	15	20	15	10	60
Knowledge and Understanding	5	10	5	20	40
TOTAL%	20	30	20	30	100%

HSC ASSESSMENT POLICY SCIENCE FACULTY: EARTH AND ENVIRONMENTAL SCIENCE

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Model and Research	Film Analysis and Research	First-Hand Investigation	Trial HSC Examination	
OUTCOMES ASSESSED	EES 12-1/4/5/6/7/12	EES 12-1/4/5/6/7/13	EES 12-1/2/3/5/6/7/14	EES 11/12- 1/2/4/5/6/7/12/13/14/15	
COMPONENTS					
Skills in Working Scientifically	15	15	15	15	60
Knowledge and Understanding	5	5	5	25	40
TOTAL%	20	20	20	20	100%

HSC ASSESSMENT POLICY SCIENCE FACULTY: SCIENCE EXTENSION

TASK	Task 1	Task 2	Task 3	Weighting
Nature of task	Research Proposal – Presentation and Q&A Session	Trial Exam	Scientific Research Report	
OUTCOMES ASSESSED	SE-2, SE-3, SE-5, SE-7	SE-1, SE-6, SE-7	SE-1 - SE-7	
COMPONENTS				
Communicating scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	10	10	10	30
Application of scientific research skills	5	15	20	40
TOTAL%	30	30	40	100%

HSC ASSESSMENT POLICY SCIENCE FACULTY: INVESTIGATING SCIENCE

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Depth Study Evaluating the Scientific Method	Skills Test	Depth Study Fact or Fallacy - Testing Claims Report	Trial HSC Examination	
OUTCOMES ASSESSED	INS11/12-1, INS11/12-2, INS11/12- 3, INS11/12-7, INS12-12	INS11/12-1, 2, 3, 4, 5, 6, 7, 8, 9.	INS11/12-1, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-14	INS11/12-5, INS11/12-6, INS12-12, INS12-13, INS12-14, INS12-15	
COMPONENTS					
Knowledge and Understanding	10	5	10	15	40
Skills in Working Scientifically	10	15	20	15	60
TOTAL%	20	20	30	30	100%

HSC ASSESSMENT POLICY SCIENCE FACULTY: PHYSICS

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Secondary Source Investigation	Performing and reporting a Firsthand Investigation Depth Study	Research and Recall	Trial HSC Examination	
OUTCOMES ASSESSED	12.3 12.4 12.14	12.1 12.2 12.3 12.4 12.5 12.6 12.7 12.12	12.3 12.4 12.7 12.14	All outcomes	
COMPONENTS					
Working Scientifically	15	20	5	5	45
Knowledge and Understanding	5	5	10	35	55
TOTAL%	20	25	15	40	100%

HSC ASSESSMENT POLICY HUMANITIES FACULTY: ANCIENT HISTORY

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Source Study	Research Task – In class essay	Short Answer Responses	Trial HSC Examination	
OUTCOMES ASSESSED	AH12-6, AH12-7, AH12-9	AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-9	AH12-3,AH12-4, AH12-5, AH12-9	MH12-3,MH12-4, MH12-5, MH12-9	
COMPONENTS					
Knowledge and understanding of course content	10	10	5	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical Inquiry Research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
TOTAL%	25	25	20	30	100%

HSC ASSESSMENT POLICY HUMANITIES FACULTY: BUSINESS STUDIES

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Research and Business report task	Research and extended response task	Financial Analysis Research Task	Trial HSC Examination	
OUTCOMES ASSESSED	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H2, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
COMPONENTS					
Knowledge and Understanding of course content.	10	10	10	10	40
Stimulus based skills.			10	10	20
Inquire and research.	10	10			20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20

TOTAL%	25	25	25	25	100%
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HSC ASSESSMENT POLICY HUMANITIES FACULTY: GEOGRAPHY

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	In-Class Task	Ecosystem Research Task	Urban Places Research Task	Trial HSC Examination	
OUTCOMES ASSESSED	H1, H2, H6, H8,H12, H13	H1, H2, H5, H6, H8, H9, H10,H12, H13	H8, H9, H10, H12, H13	H3, H4, H5, H6, H7, H11	
COMPONENTS					
Knowledge and Understanding of course content.	5	10	5	15	35
Geographical tools and skills.	10			10	20
Inquire and research.		10	15		25
Communication of geographical information, ideas and issues in appropriate forms.	5	5	5	5	20
TOTAL%	20	25	25	30	100%

HSC ASSESSMENT POLICY HUMANITIES FACULTY: LEGAL STUDIES

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	In class Task Crime	Research Task/ In-Class Task	Research Task Option Topic	Trial HSC Examination	
OUTCOMES ASSESSED	H1, H2, H3, H4	H5, H6, H7	H6, 79, H8, H9, H10	H2, H3, H9, H10	
COMPONENTS					
Knowledge and Understanding of course content.		20		20	40
Analysis and evaluation	10		10		20
Inquire and research.	10	5	5		20
Communication of legal information, ideas and issues in appropriate forms.		5	5	10	20
TOTAL%	20	30	20	30	100%

HSC ASSESSMENT POLICY HUMANITIES FACULTY: MODERN HISTORY

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Source Study	In – class essay	Historical inquiry short/extended Response (s)	Trial HSC Examination	
OUTCOMES ASSESSED	H1, H2, H3, H4	H5, H6, H7	H6, 79, H8, H9, H10	H2, H3, H9, H10	
COMPONENTS					
Knowledge and Understanding of course content.	5	5	10	15	35
Historical skills in the analysis and evaluation of sources and interpretations	10		5	10	25
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
TOTAL%	20	20	30	30	100%

HSC ASSESSMENT POLICY HUMANITIES FACULTY: ITALIAN BEGINNERS

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of Task	Response in English	Response in Italian	Response in English	Trial HSC Examination	
OUTCOMES ASSESSED	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
COMPONENTS					
Listening			20	10	30
Reading	20			10	30
Speaking		15		5	20
Writing		15		5	20
TOTAL%	20	30	20	30	100%

HSC ASSESSMENT POLICY PDHPE FACULTY: COMMUNITY AND FAMILY STUDIES (CAFS)

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Core1: Independent Research Project	Option	Core3	Trial HSC Examination	
OUTCOMES ASSESSED	H3.1, 3.3, 4.1, 4.2	H2.2, 2.3, 3.3 4.2	H2.1, 2.2, 3.2, 5.2	H1.1 to 6.2	
COMPONENTS					
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
TOTAL%	20	25	25	30	100%

HSC ASSESSMENT POLICY PDHPE FACULTY: SPORT, LIFESTYLE AND RECREATION (SLR)

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Resistance Training	Practical and theoretical Lifesaving assessment	Outdoor Recreation: Practical outdoor education skills	Individual games and sport application 1 & 2: Trial Examination	
OUTCOMES ASSESSED	1., 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	
COMPONENTS					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
TOTAL%	25	25	25	25	100%

HSC ASSESSMENT POLICY PDHPE FACULTY: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Sports Medicine	Factors Affecting Performance	Health Priorities in Australia	Trial HSC Examination	
OUTCOMES ASSESSED	H1, 2, 4, 5, 15, 16	H8, 10, 12, 15, 16	H8, 13, 16, 17	H1 to 17	
COMPONENTS					
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
TOTAL%	20	25	25	30	100%

HSC ASSESSMENT POLICY PDHPE FACULTY: SPORT COACHING-CERTIFICATE III 2 UNIT x 2 YEAR

Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Tournament Time	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	X	X		X
Cluster 2 – The Community Coach	SISSSCO002 SISSSCO005	Work in a community coaching role Continuously improve coaching skills and knowledge	X	X	X	X
Cluster 3b – Inclusive Coaching	SISXDIS001	Facilitate inclusion for people with a disability	X	X	X	X
Cluster 3c – Strength and Conditioning	SISXCAI009	Instruct strength and conditioning techniques	X	X	X	X
Cluster 4 – Coaching the Individual	SISSSCO003 BSBPO5403	Meet participant coaching needs Identify risk and apply risk management processes	X	X	X	X
Cluster 5 – Next Level Coaching	SISSSCO012	Coach sports participants up to an intermediate level	X	X	X	X
Cluster 6 – PROVIDE FIRST AID	HLTAID011	Provide first aid	X			X

HSC ASSESSMENT POLICY PDHPE FACULTY: WORK STUDIES

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Budgeting/ Finance Assignment	Small Business Pitch	Project implementation and evaluation	Issues and Communications Test	
OUTCOMES ASSESSED	5, 7	6, 7, 9	5, 6, 7	7, 8, 9	
COMPONENTS					
Knowledge and understanding of course content	15	10	5	20	50
Skills in critical thinking, research, analysis and communicating	10	15	20	5	50
TOTAL%	25	25	25	25	100%

HSC ASSESSMENT POLICY CAPA FACULTY: MUSIC 1

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of Task	Presentation of Performance and Viva Voce	Composition Portfolio and Aural Analysis	Presentation or Submission: Elective Option for Topics 1, 2, 3	Trial HSC Examination Topics 1, 2, 3	
OUTCOMES	H1, H2, H4, H5, H6, H10	H3, H4, H5, H7, H8, H10	H1–11	H1–11	
COMPONENTS					
Performance	10				10
Composition		10			10
Musicology	10				10
Aural		10		15	25
Electives			30	15	45
	20	20	30	30	100

HSC ASSESSMENT POLICY ENGLISH FACULTY: DRAMA

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of Task	Workshop performance of scenes from Australian Studies in Theatre with written scene analysis	Performance of original Multi-discipline Theatre piece with process logbook	Individual Project or Presentation of Individual Project: Performance	Trial HSC Examination Written Examination Group Performance, and log book	
OUTCOMES	H1.3, H1.6, H3.1, H3.2, H3.3	H1.3, H1.6, H3.1, H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
COMPONENTS					
Making	10	10	10	10	40
Performing	5	15		10	30
Critically Studying	10		10	10	30
Total %	25	25	20	30	100

HSC ASSESSMENT POLICY CAPA FACULTY: VISUAL ARTS

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of Task	<p>PART A: BODY OF WORK CONCEPT Initial conceptualisation work in process</p> <p>PART B: CONCEPT FOLIO/VAPD Conceptual Framework/Frames Analysis of 2 x Case Studies related to BOW</p>	<p>PART A: BODY OF WORK PROGRESS Artworks in progress</p> <p>PART B: COMPARATIVE ESSAY Explanation of the role of Practice and artistic intentions through chosen influencing artists and Frames analysis</p>	<p>PART A: BODY OF WORK CRITIQUE Artworks in progress</p> <p>PART B: CRITIQUE/VAPD Written/Digital Portfolio account of art making Practice through the artwork/audience relationship</p>	<p>PART A: BODY OF WORK RESOLUTION Curation of works in preparation for HSC Submission. Updated artist statement and Concept Folio</p> <p>PART B: HSC TRIAL Art Criticism and Art History</p>	
OUTCOMES	<p>PART A: H1, H2, H3 PART B: H4, H8</p>	<p>H8, H9</p>	<p>PART A: H3 PART B: H2, H4, H8</p>	<p>PART A: H10 PART B: H5, H6</p>	
COMPONENTS					
Art making	15		15	20	50
Art Criticism and Art History	15	15	10	10	50
TOTAL%	30	15	25	30	100%

HSC ASSESSMENT POLICY TAS FACULTY: INDUSTRIAL TECH – TIMBER

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of Task	Project Development and Management Report	In class topic test	Industry Study	Trial HSC Examination	
OUTCOMES	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	H3.2, H4.2, H4.3, H5.2, H6.1	H2.1, H3.2, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
COMPONENTS					
Knowledge & understanding of the organisation & management of manufacturing processes & techniques used by the focus area industry.	5	5	10	20	40
Knowledge, skills & understanding in designing, managing, problem-solving, communicating & the safe use of manufacturing processes & techniques through the design & production of a quality major project	15	15	20	10	60
TOTAL%	20	20	30	30	100%

HSC ASSESSMENT POLICY TAS FACULTY: FOOD TECHNOLOGY

TASK	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of Task	Australian Food Industry	Food Manufacture	Food Product Development	Trial HSC Examination	
OUTCOMES	H1.1, H1.4, H3.1	H1.1, H4.2	H1.3, H4.1	H1.1, H1.3, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	
COMPONENTS					
Knowledge & understanding of course content	10	10	5	25	50
Skills & knowledge in designing, researching, analysing and evaluating	5	5	10		20
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10		30
TOTAL%	25	25	25	25	100%